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ABSTRACT

Though women are entering the paid work force in increasing numbers, their distribution across occupational categories is far from even. Women workers are clustered in traditional women's work jobs and represent only five percent of the nation's craft workers. In an effort to discover the motivations, experiences, and attitudes of women in nontraditional occupations, a survey was conducted of Wisconsin women enrolled in apprenticeship training. An initial open-ended questionnaire elicited a variety of factors that influence a woman's decision to enter and to continue in a nontraditional occupation. A second survey instrument yielded quantifiable responses regarding these factors. Highest among the factors which encourage these women to enter a nontraditional occupation were challenge, variety, learning, feeling of pride and self-worth, a sense of accomplishment, and the work itself. Some discouraging factors included working and safety conditions, the lack of supervisory feedback, and such personal concerns as housework and child care responsibilities. The overall impression to emerge from the research is that women in apprenticeship training are committed to their work and willing to endure the inevitable hardships of a nontraditional choice. (The survey instrument is appended.) (Author/LRA)

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Wisconsin Graduate Student Research
Women in Apprenticeship Training
for
Nontraditional Occupations

By
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and Adult Education

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Women in Apprenticeship
for
Nontraditional Occupations

CE 024 645

Final Report

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Wisconsin Board of Vocational, Technical and Adult Education

April 1, 1979 - June 30, 1979

This project was carried pursuant to a grant with the Wisconsin Board of Vocational, Technical and Adult Education. The results and conclusion reported, however, are those of the researcher. They should not be interpreted to be the official position of the Wisconsin Board of Vocational, Technical and Adult Education.

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Abstract

Though women are entering the paid work force in increasing numbers, their distribution across occupational categories is far from even. Women workers are clustered in traditional "women's work" jobs and represent only 5% of the nation's craft workers. Recent legislation addressing equal employment opportunity in the construction industry and in apprenticeship training has opened doors to greater female participation in non-traditional work roles.

In an effort to discover the motivations, experiences and attitudes of women in nontraditional occupations, a survey was conducted of Wisconsin women enrolled in apprenticeship training. An initial open-ended questionnaire elicited a variety of factors that influence a woman's decision to enter and to continue in a nontraditional occupation. A second survey instrument yielded quantifiable responses regarding these factors.

Highest among the factors which encouraged these women to enter a nontraditional occupation were challenge, variety, learning, feeling of pride and self-work, a sense of accomplishment, and the work itself. Some discouraging factors included working and safety conditions, the lack of supervisory feedback, and such personal concerns as housework and child-care responsibilities. The overall impression to emerge from the research is that women in apprenticeship training are committed to their work and willing to endure the inevitable hardships of a nontraditional choice.

Chapter I

Introduction

Problem Area/Need

The problem area which this report addresses is the disproportionate number of women enrolled in apprenticeship training in Wisconsin. This specific area of concern is reflective of the general absence of women in nontraditional employment. This situation is not unique to Wisconsin, of course, and the state has initiated efforts to alleviate the problem.

Three primary documents address this issue. Women in Apprenticeship - Why Not? is the report of a project funded by the Department of Labor which analyzes the position of women in apprenticeships in the early 1970s. The report deals with a variety of topics including efforts of extending apprenticeship to "women's trades" as well as the movement of women into those trades traditionally dominated by men.

A more recent study report published by the Wisconsin Department of Industry, Labor and Human Relations in 1978 examines the full scope of Women Working in Wisconsin and includes data specific to women in apprenticeship training based on August 1977 figures.

Finally, a 1977 publication of the Governor's Manpower Office reports the experiences of the Madison-based Skilled Jobs for Women project which recruits, trains and places women in nontraditional employment including apprenticeship training.

The purpose of the study was to continue and up-date the work already begun as reported in the publications mentioned above. The target population of interest in the study was the total population of Wisconsin women currently enrolled in apprenticeship training in nontraditional occupations. A survey of this population addressed the areas of motivation, barriers, supports, experiences and attitudes of these women.

Information obtained from the survey provided data to enhance an understanding of the problem of disproportionate representation of women in apprenticeships. The following report examines data obtained from this survey in light of the earlier DOL study of Wisconsin female apprentices. The reported experiences of these women can serve as a useful guide in counseling other women who are considering apprenticeship training and in structuring the support systems needed to correct this disproportion.

Purpose

The purpose of the study was to examine the motivations, attitudes and experiences of women in nontraditional occupations. The survey was confined to those women enrolled in apprenticeship training in Wisconsin.

Objectives

To achieve that purpose, the following objectives were proposed:

1. Assemble a resource listing of reports, articles, films and personnel relevant to the topic of women in apprenticeships in nontraditional occupations.
2. Identify those women currently enrolled in apprenticeship training in nontraditional occupations.
3. Investigate the motivations, experiences and attitudes of these women.
4. Determine the barriers and supports these women encountered in making the decision to enter an apprenticeship program and during the apprenticeship training.
5. Develop a summary report encompassing the results of 1, 3, and 4 above for use by counselors, educators, and other women considering apprenticeship training in a non-traditional field.
6. Disseminate the report to resource persons, survey participants and others as appropriate.

The following pages include a brief introduction to the topic with definitions for key terminology, and a report of the survey of Wisconsin women in apprenticeship training. This report concludes with the resource listing of relevant information.

Background/Definitions

Women and Work

Women have always worked; they just haven't always been paid for it. Women's participation in the paid work force has increased substantially in recent years. This rate has grown for women from 41% in 1967 to 48% in 1977 and is expected to reach 51% by 1990.[1]

Though women are working in increasing numbers, the distribution of women workers across occupational categories is far from even. Women continue to dominate such categories as service, clerical and private household work. These occupations can be viewed as extensions of the traditional female role of assistant, care-given, help-mate. Though there have always been a few women who have gone beyond the bounds of tradition, more women today are finding that their roles are changing.

The traditional family arrangement of husband-father-breadwinner and wife-mother-homemaker is no longer the pattern for a majority of the nation's families. Data published in June 1977 by the Bureau of Labor Statistics states that only 7% of the families fit this traditional description.[2] Data for Wisconsin in 1970 reported that 19% of this states' families have female heads of households.[3]

What Is Nontraditional?

Once upon a time, it was considered nontraditional for a woman to work outside the home for pay in any occupation. Obviously times are changing.

Today the term nontraditional is used to describe a variety of occupations once considered "men's work". Even the use of this term is changing. A 1976 Bibliography of Women in Nontraditional Occupations

is largely devoted to information about women in professional occupations.[4] Though women must still break with tradition in order to achieve positions of leadership or to pursue scientific and technical fields, the incidence of women workers in this category most nearly reflects the percentage of women in the work force.

It is the occupational category of craft worker which contains the lowest female participation rate. Jobs in the skilled trades fall within this category. These are the jobs for which women can train through apprenticeship.

Why Nontraditional?

Three charts from the Women's Bureau of the Department of Labor help to explain one reason why women seek nontraditional skilled trades employment. The first chart shows that women are only 5% of this occupational category. The second chart compares women's average salaries to those of men. The third chart shows that most women work to support themselves or their families.

A review of these charts indicates that women work because they need the money, but women continue to earn less money because they continue to work in traditionally female (i.e., low paying, dead-end) jobs. Salary ranges for craft workers in 1974 were approximately twice that of clerical workers and four times that of private household workers.[5]

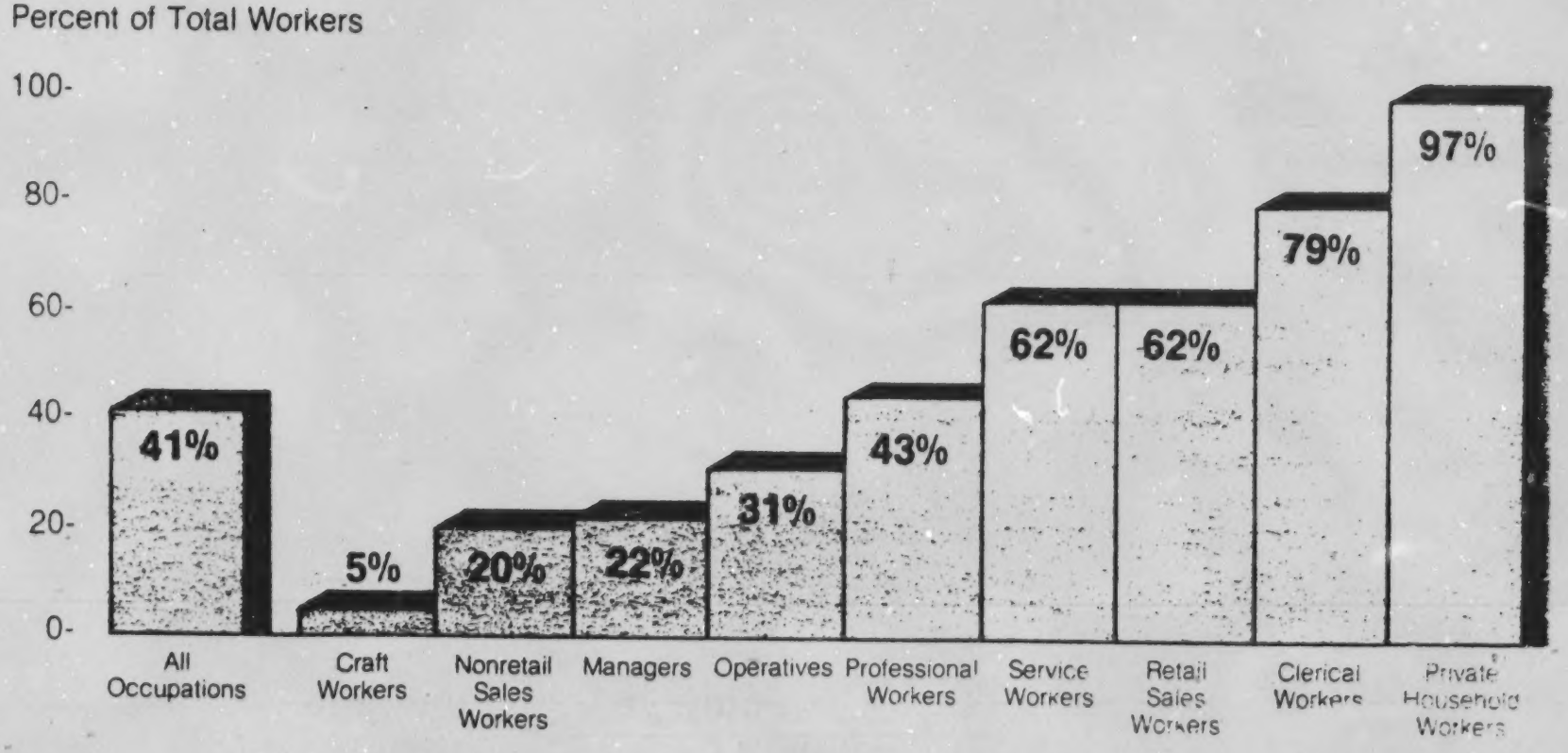
What is Apprenticeship?

Apprenticeship is the formal training program for learning a skilled trade. When one becomes an apprentice, a written agreement called an indenture is signed by the apprentice and the employer. This agreement is monitored by a state or federal agency in many parts of the country.

The indenture spells out the terms of the training including wages, how long it will take to complete the training, how many hours

Women Are Underrepresented as Managers and Skilled Craft Workers

TABLE 1

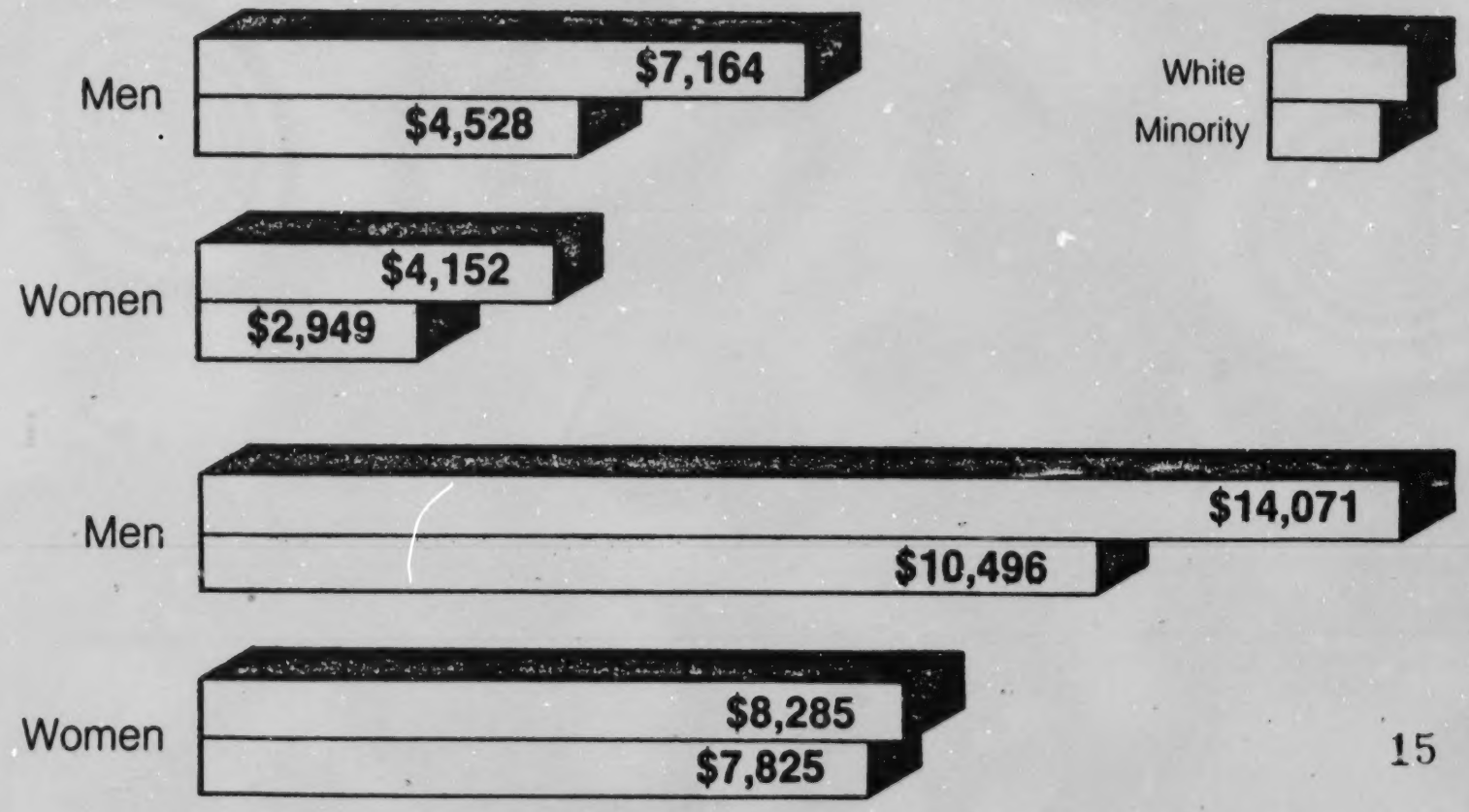


Source: Prepared by the Women's Bureau, Office of the Secretary, from 1977 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor

August 1978

Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority* Races

TABLE 2



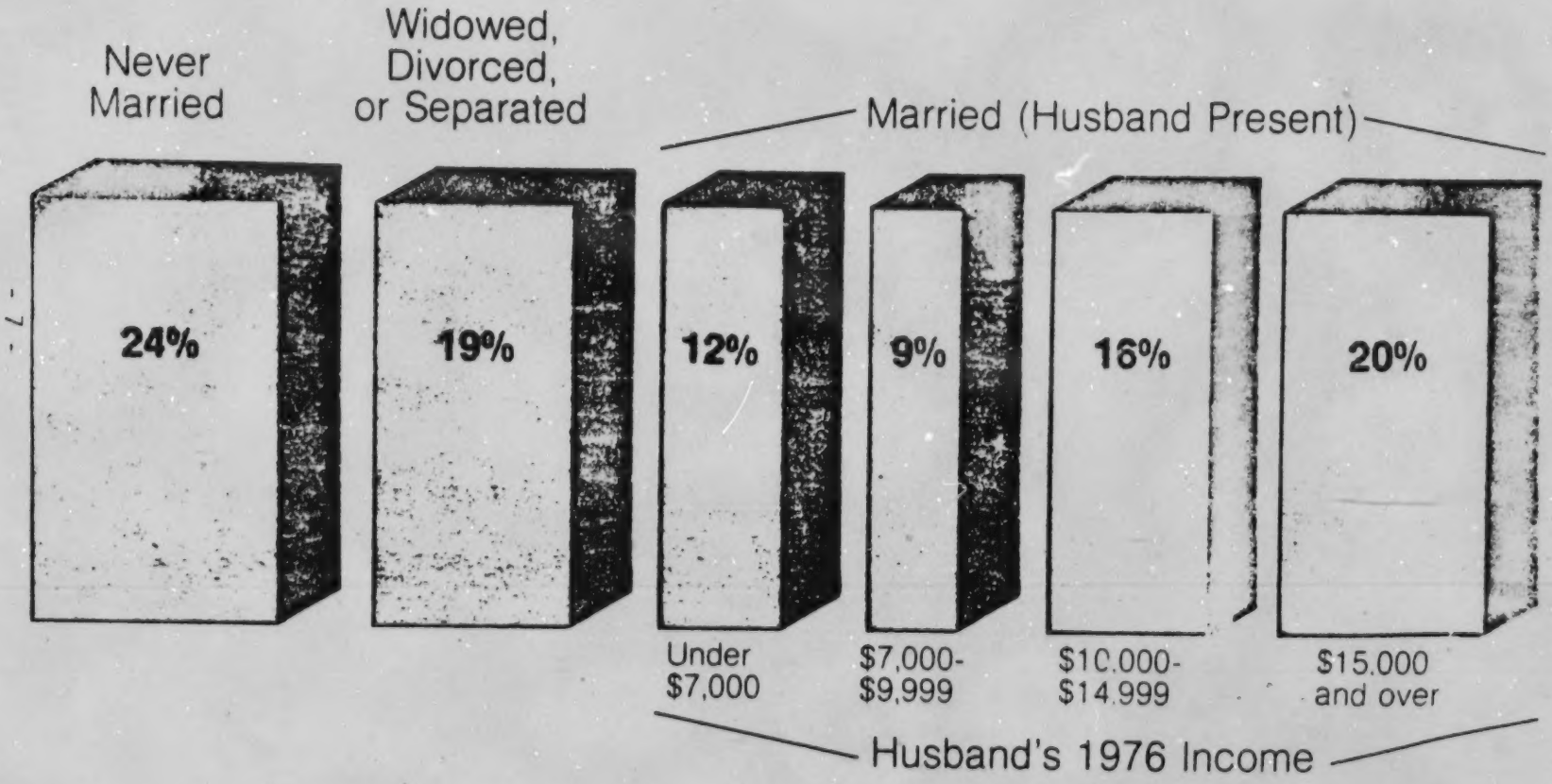
*Includes all races other than white

Source: Prepared by the Women's Bureau, Office of the Secretary, U.S. Department of Labor, from data published by the

Most Women Work Because of Economic Need

(Women in the Labor Force, by Marital Status, March 1977)

TABLE 3



Source: Prepared by the Women's Bureau, Office of the Secretary, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

will be spent in related classroom training.

An apprentice learns on the job while working with a skilled person. The apprentice rotates to different areas of the job site during training in order to learn every aspect of the trade.

The apprentice also attends classes at a vocational school or studies through correspondence courses in order to learn theoretical aspects of the trade. The employer agrees to pay wages while the apprentice attends related instruction.

The wages an apprentice receives are determined as a percent of the wages paid to the skilled journeyman. These wages increase as the apprentice continues in training until at the end of the training period, the apprentice is earning the rate of a journeyman. Starting wages for apprentices in the skilled trades range between five dollars and seven dolla $ per hour and increase to ten dollars to fourteen dollars per hour.

The length of time it takes to complete the training program varies from trade to trade and is usually 3-5 years. Sometimes credit is given to the apprentice for previous work or training experience so that this length of time is reduced.

The number of apprentices that can be employed by any given company is regulated by how many skilled journeyman are employed by that company who are qualified to provide training. Apprenticeship training is a competitive field and qualifications vary from trade to trade. The basic requirements are a High School diploma or GED, average aptitude test scores and good physical condition.

Why Apprenticeship?

There are a variety of methods for entering skilled trades employment. There are reasons to consider apprenticeship training as the preferred route and a viable option for women.

A 1975 study of the construction industry compared apprenticeship trained craft workers to those who entered the trade through informal routes.[6] Among the findings of the study were that apprenticeship graduates tend to work more regularly and to advance to supervisory positions more rapidly.

This report makes no mention of women in the trades but does discuss the matter of minority participation. Apprenticeship Outreach Programs aimed at minorities were successful in raising their participation rate from 2.2% in 1960 to 15.1% in 1972.

Programs such as these have been extended and expanded to include women. Impetus for this change came from many sources and was fortified by regulations issued by the Department of Labor.

Sex discrimination in employment has been against the law since the "Civil Rights Act of 1964". (Some would say earlier.) However, sex-role stereotyping that results in the labels "men's work" and "women's work" requires affirmative action to undo the effects of tradition. Employers take this affirmative action by setting goals for the number of women they employ.

The FederalRegister, April 7, 1978 describes Goals and Timetables for Female and Minority Participation in the Construction Industry. One month later, DOL issued regulations governing Equal Employment Opportunity in Apprenticeship and Training. Together these documents provide a strong legal basis for the entry of women into skilled trades employment via apprenticeship in nontraditional occupations.

Wisconsin Women in Apprenticeship - Of Course

Wisconsin is a leader both in its apprenticeship program generally and in its efforts on behalf of women. The apprenticeship program in Wisconsin was organized by state law in 1911, many years before the federal law created the National Apprenticeship Program. The Division

of Apprenticeship and Training coordinates this program. The Wisconsin system of Vocational, Technical and Adult Education works closely with the Division in providing related classroom instruction.

In 1970, a cooperative effort between the Division and the UW-Extension Center of Women's and Family Living Education resulted in a three-year research and demonstration program focused on women and apprenticeship. Significant changes grew from this project effecting the apprenticeship program itself, employment agencies, educational institutions and creating awareness and interest in women in apprenticeship.

A 247-page report describes the work of the project and includes the results of a survey of women enrolled in apprenticeship in 1972.[7] By comparing the chart of women enrolled six years ago (Table 4) to that of women enrolled in 1979 (Table 6) one effect of those changes is readily apparent. In 1973 there were zero women apprenticed in the construction trades and two in industrial trades. Most women were apprenticed in the services trades, a category for the most part excluded from the survey described in this 1979 report.

Without the work of those who began nine years ago to ask the question "Women in Apprenticeship - Why Not?," a study of women apprenticed in non-traditional skilled trades occupations would have been impossible.

TABLE 4

Wisconsin Active Women Apprentices and Trainees

	March 70	March 71	March 72	March 73
Cosmetology	324	282	173	183
Barber	10	15	16	20
Cook	45	26	6	8
Lithographic Stripper	6	5	2	2
Baker	1		1	2
Lithographic Camerawoman	2	1		
Printer	1	1		
Architectural Draftswoman	1			
Florist	1			
Watchmaker	2		1	
Pharmacy Technician		4	2	1
Rehabilitation Technician		3		
Weekly News Printer		1	1	1
*Policewoman		1	1	
Sign Painter		1		
Day Care Teacher			73	78
Homemaker Home Health Aide			30	30
Cook-Chef			4	
Restaurant Cook			10	9
T.V. Repairwoman			1	1
Health Facilities Cook			6	14
*Central Office Repairwoman			1	1
*Assistant Manager			1	
Medical Records Technician			1	1
Physical Therapy Aide			1	1
Newspaper Printer			2	2
Surface Technician			1	1
*Police Detective			1	1
*Nursing Assistant			1	
Meat Cutter			1	1
*Comm. Dispatcher			1	
*Rubber Engraver			1	1
*Manager			1	
Lithographic Artist			1	1
Public Health Aide				1
Silk Screen Cutter				4
Second Class Engineer				1
Layout Stripper				1
Draftswoman				2
*Deputy County Treasurer				1
Div. of Apprenticeship Trainee				1
Die Maker				1
Optician				2
*Elect. Inspector				1
Case Aide				1
Printer Operator				1
Commercial Artist				1
Dental Lab Technician				1
Printer Composition				1
Musical Instrument Repair				1
Total	393	340	341	382
Exclusive Cosmetology	69	58	168	199

*On-the-job training programs under the supervision of the Division of Apprenticeship and Training.

Chapter II

Methodology

Subjects

On April 23, 1979, the Wisconsin Division of Apprenticeship and Training provided a computer print-out listing all females enrolled in apprenticeship training by trade. The division uses a three-digit trade code which specifies the trade for which the apprentice is being trained. Trade codes begining with the Numeral I indicate the construction trades; 2 indicates industrial occupations; 3, the services trades and 4, printing. All women in construction, industrial and printing trades were included in the survey population. In the service trades category however, several occupations were eliminated from the survey population. Those occupations which were eliminated included barbering*, cosmetology, cook, day care teacher and health-related occupations. These occupations were eliminated because these jobs could be construed as "women's work" and therefore would not be considered nontraditional occupations. The proportion of women enrolled in these fields is also greater than the proportion of women enrolled in construction, industrial or printing trades.

The purpose of the study was to investigate the experiences of women enrolled in apprenticeship training for nontraditional occupations. After eliminating those occupations which might be considered traditional for women, the remaining apprentices constituted the population to be surveyed.

Instruments and Design

The design used for conducting the survey research was a modified form of the Delphi technique. The Delphi is a method used in recent years

*The increase in the number of female barbers is a recent phenomenon and deserves a study of its own.

as a means of arriving at concensus or agreement among a group of respondents or participants. The method begins with an open-ended listing of concerns or issues and continues through several rounds during which items are prioritized, eliminated, expanded or revised. The result is a summary view of the groups' agreement or concensus.

This basic design was used in the survey of Wisconsin Women in Apprenticeship Training. A one-page survey form was mailed to each of the women in the study population. The survey form listed 13 open-ended questions concerning likes and dislikes about apprenticeship training, attitudes toward work, the impact of people or events on the decision to become an apprentice and so forth. A copy of the instrument is included in the appendix.

Responses to the first instrument were typed on index cards, one question/response per card. These cards were sorted on the basis of the issue or concern indicated in the response. From this sorting emerged a list of factors that had been indicated as having some influence on the experiences of the survey respondents.

In designing the second round of the survey, these factors were grouped as People Factors, Job-Related Factors and Personal Factors. The second instrument was designed in such a way that respondents could indicate from this list of factors, those that had impact on their decision to become an apprentice as well as their motivation to continue in the training program. Also included in the second instrument were several demographic questions concerning age, educational background, work experience, and the like. The final page of the second survey form listed several statements. These statements were obtained directly from comments that women made in response to the first survey. These statements reflected various attitudes toward apprenticeship and women's role in nontraditional areas. A copy is include in the appendix.

Data Analysis

In early June, 1979, this second instrument was mailed using the same mailing list as the first survey round. A response rate of 62% was obtained from the survey.

Results from the second survey instrument were computer programmed at the CVTAE, UW-Stout, Program Number WAIT-36, in mid-July. The survey data was programmed for analysis of four separate groupings of responses based on:

(1) Source of information about apprenticeship training (Primary Group)

(2) Trade of apprentice (Secondary Group)

(3) Age grouping of respondents (Question 1)

(4) Status in training program (Question 2)

These four break-outs of responses allowed for comparisons between the groups of respondents. Though this matter is given some consideration in the following chapter, comparisons between groups of respondents was not the primary intent of this research. However, the data file is available from CVTAE and could be useful to future researchers in this and related topics.

Chapter III

Results

The first section of the chapter contrasts the results of the 1979 survey with the 1972 study. Results on the items included only in the 1979 survey are reported in the second portion of this chapter.

Comparisons of Then and Now

In comparing information obtained in the survey conducted in 1972 with the results of the survey reported here, it would appear that women in apprenticeship training in 1979 have similar motivations as those of their fore-runners. The 1972 survey found that 59% of the apprentices surveyed identified "interest in trade skills" as the one main factor that led them to become an apprentice, and 99% considered their work personally rewarding. These findings are comparable to the 83% of respondents in the 1979 survey who considered interest in a specific trade as an encouraging factor in deciding to enter apprenticeship training. Again 95% of the respondents to the 1979 survey reported that they were encouraged to continue in training by a sense of accomplishment and feelings of pride and self-worth (91%).

It may be that some female apprentices today have more formal education than their predecessors. While the 1972 study reported 12.4% as having education beyond high school, 35% of respondents to the 1979 study had college training. Percentages for participants in vocational training were fairly consistent; 33.1% in 1972, 31% in 1979.

While the 1972 study reports that 49.6% of the apprentices were married, 52% of respondents to the 1979 survey are single. Further

discussion on this point is carried out later in this report, but it seems safe to say that married and single women are equally likely to become apprentices.

The 1972 survey asked women if they were the main support of their families. Of the women surveyed, 58.7% answered no. In 1979, 20% reported that they shared financial responsibilities with other family members while 77% said they supported themselves (57%) or others (20%).

Classroom-related instruction and the supervision of a skilled person were subjects of interest in the 1972 study. For some women (17.4%) no classroom instruction was provided and 25.6% reported that they did not work closely with a skilled person. These factors were included in the 1979 survey and while 18% were discouraged by the quality of classroom training, 15% reported the factor as not having any influence or not applicable. Most negative comments about classroom instruction in 1979 dealt with opinions that the instruction was not linked closely enough with real work experience. Some were discouraged by the distance involved in traveling to school. As to the matter of quality of supervision, 21% of the respondents to the 1979 survey were discouraged by this factor. It would appear that those aspects of apprenticeship training are at least no worse for women in nontraditional occupations than they were for women in apprenticeship in 1972.

Though no women surveyed in 1972 were enrolled in the construction or heavy industry trades, a question addressed the issue of physical aspects of the job. Close to 15% responded that there were physical aspects that were too difficult. In 1979, women were asked about physical strength demands. While 23% reported this as a discouraging factor when deciding to become an apprentice, only 12% considered this

a discouraging factor for continuing in apprenticeship training. In fact, 46% considered this an encouraging factor. Several women commented on the good feelings they had about their physical condition and the satisfaction of performing physically demanding work.

In 1972, 87.6% of the women apprentices reported that they met no resistance from family, friends and co-workers when they first decided to become an apprentice. In the 1979 survey, women were asked to indicate from a list of people which were encouraging, discouraging or had no influence on their decision. While some factors received scores for discouraging (union members 20%, co-workers 18%, mother 13%) and some factors were encouraging (female friends 64%, employers 57%) women in 1979 were as likely to report that most people had no influence on their decision.

However, once the decision was made, women in 1979 reported that people became more encouraging. For example, scores for mothers increased from 48% encouraging in deciding to become an apprentice to 68% encouraging to continue in training. The scores for co-workers increased from 48% to 66%.

Women were asked in 1972 if they had friendly relationships with co-workers; 97.5% reported yes. Experiences for women in 1979 are not entirely this supportive as will be described later in this report.

Many women apprentices in 1979 are working in environments in which women are rarely seen as apprentices or in any other capacity. In 1972, it was nontraditional for a woman to be apprenticed in any occupation (excluding cosmetology). In 1979, women have broken the barrier to apprenticeships in nontraditional occupations as well.

The final point of comparison concerns the first question on the 1979 survey - source of information about apprenticeship. In 1972, 67.3% of apprentices learned about the training program through employers or unions.

This source continues to be the most likely source of information for women in 1979 with 45% of the respondents citing employers or someone in the trade as their first source of information about apprenticeship training. Other sources are depicted in Table 5.

TABLE 5

Source of Information About Apprenticeship Training - 1979 Survey

Source	Number of Respondents
Friend	xxx o
Family	xxxxx
Someone in Trade	xxx ooo
Employer	x oooooooooooooooo * #
School	x oooooo *
Agency	xxxx oo
Other	xxxx o *

Key

x = Construction
o = Industrial
* = Service
# = Printing

Each symbol represents one response

The Research Study - Population Characteristics

In April 1979, the Wisconsin Division of Apprenticeship and Training provided a list of all women enrolled in apprenticeship training in the state. At that date 388 women were enrolled in 37 different occupations. Of the 388 total enrollment, 140 women were enrolled in barbering, 127 in cosmetology, 3 day care teaching, 4 in health-related occupations and 16 cooks. These 290 women were eliminated from the study leaving a total of 98 women enrolled in nontraditional occupations.

The data reported in Tables 6 - 9 describe these 98 women. To avoid constant repetition of the phrase nontraditional occupations, the term apprentice refers specifically to the 98 women that constitute the base of the research study.

Table 6 depicts the variety of trades in which women are enrolled and compares female enrollments to total enrollments in those trades. Women are represented in most of the major industrial and construction trades. In those categories, trades which had 0 females enrolled as of April 1979 include:

Construction	Total Enrollment (All Male)
Acoustical Systems	19
Plasterer	8
Glazier	21
Lather	19
Asbestos Worker	50
Roofer	15
Boiler Maker	24
Line Worker	41
Steam Fitter	143
Industrial	**Total Enrollment (All Male)**
Mechanical Maintenance	65
Foundry	59
Power Engineer	42
Diesel Mechanic	4

In the service trades category, 21 occupations have 0 female enrollment. Several of these occupations have small total enrollments. Among the larger enrollments are: auto body repair 44, auto mechanic 68, appliance repair 64, electric line-work 89, fire fighter 58, and truck mechanic 38.

TABLE 6

Trade Distribution of Wisconsin Women Apprentices
Compared to Total Enrollments

Trade Code	Trade Name	Females Enrolled (April, 1979)	Total Enrollments (March, 1979)
Construction Trades		38	3781
101	Bricklayer/Mason	2	221
103	Carpenter	9	788
104	Electrician	9	527
105	Painter/Decorator	3	177
107	Plumber	3	786
108	Iron Worker	1	120
109	Sheet Metal Worker	2	404
110	Steam Fitter	3	296
113	Operating Engineer	5	71
115	Cement Finisher	1	44
Industrial Trades		51	2930
202	Instrument Mechanic	1	44
206	Drafting	4	47
207	Industrial/Maintenance Electrician	8	390
210	Machinist	15	429
212	Pattern Maker	2	81
214	Fabricator	2	81
215	Tool & Diemaker	2	662
216	Tool Designer	1	6
218	Welder, Maintenance	1	44
250	Cabinet Maker	1	*Unavailab
250	Inspector	1	*Unavailab
280	Millwright	2	2
281	Maintenance Millwright	1	*Unavailab
281	Hydraulic Repair	1	18
281	Machine Erector	1	9
287	Industrial Pipe fitter	1	*Unavailab
	Miscellaneous	*Unavailable	918
Service Trades		297	1138
304	Barber	140	240
306	Cosmetology	127	153
310	Meat Cutter	1	53
311	Cook	16	79
312	Dental Technician	2	17
313	Optician	2	20
315	Watch Maker	5	28
317	Day Care Teacher	3	3

TABLE 6 (Continued)

Trade Distribution of Wisconsin Women Apprentices
Compared to Total Enrollments
(continued)

Trade Code	Trade Name	Females Enrolled (April, 1979)	Total Enrollments (March, 1979)
Printing Trades		2	74
401	Printer	1	27
402	Litho Stripper	1	20
TOTALS:		388	7923

A map of the state shows the geographical distribution of female apprentices. As expected, the majority of apprentices are in the eastern, industrialized portion of the state. This distribution may also reflect the fact that programs designed to assist women in preparing for and obtaining skilled trades employment have been located in these areas.

A third chart indicates that the majority of women currently enrolled began their apprenticeship in 1978. One-quarter of the women currently enrolled have completed at least 2 years of their training. Finally, if 1979 enrollments continue at the present rate, total enrollments for 1979 will exceed those of the previous year. It should be added that these figures are based on enrollments as of April 1979. The bulk of apprenticeship placements in the construction trades occur in spring and summer, so these figures do not reflect any recent placements in this field. As one survey respondent noted, "There are more than 98 women in Wisconsin working in nontraditional employment. I know at least 20 women carpenters in Madison."

A final chart shows the age distribution of the women enrolled. These women range in age from 19 to 42. The average age is 28.

TABLE 7

Geographical Distribution by Trade

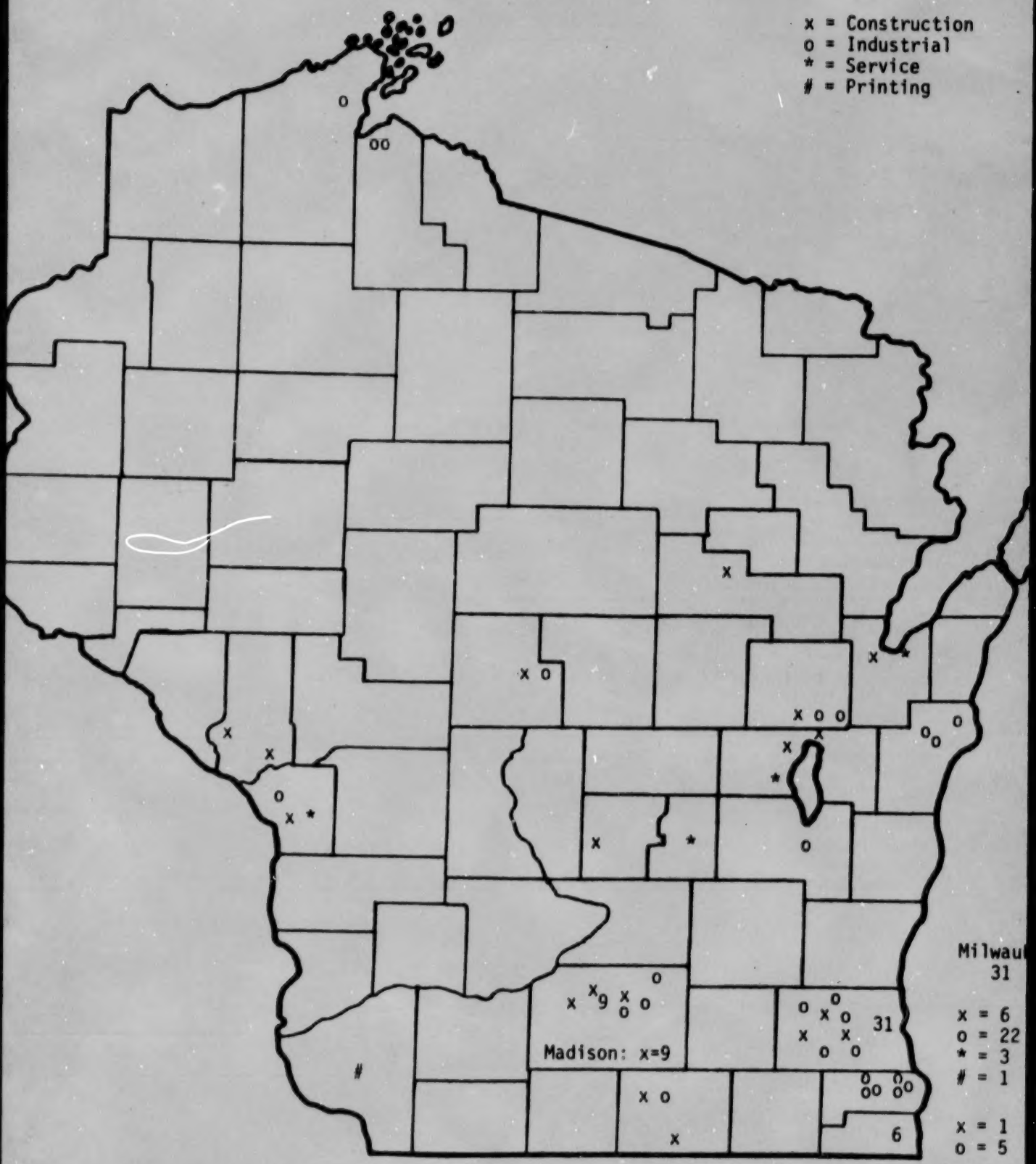


TABLE 8

Length of Time in Apprenticeship

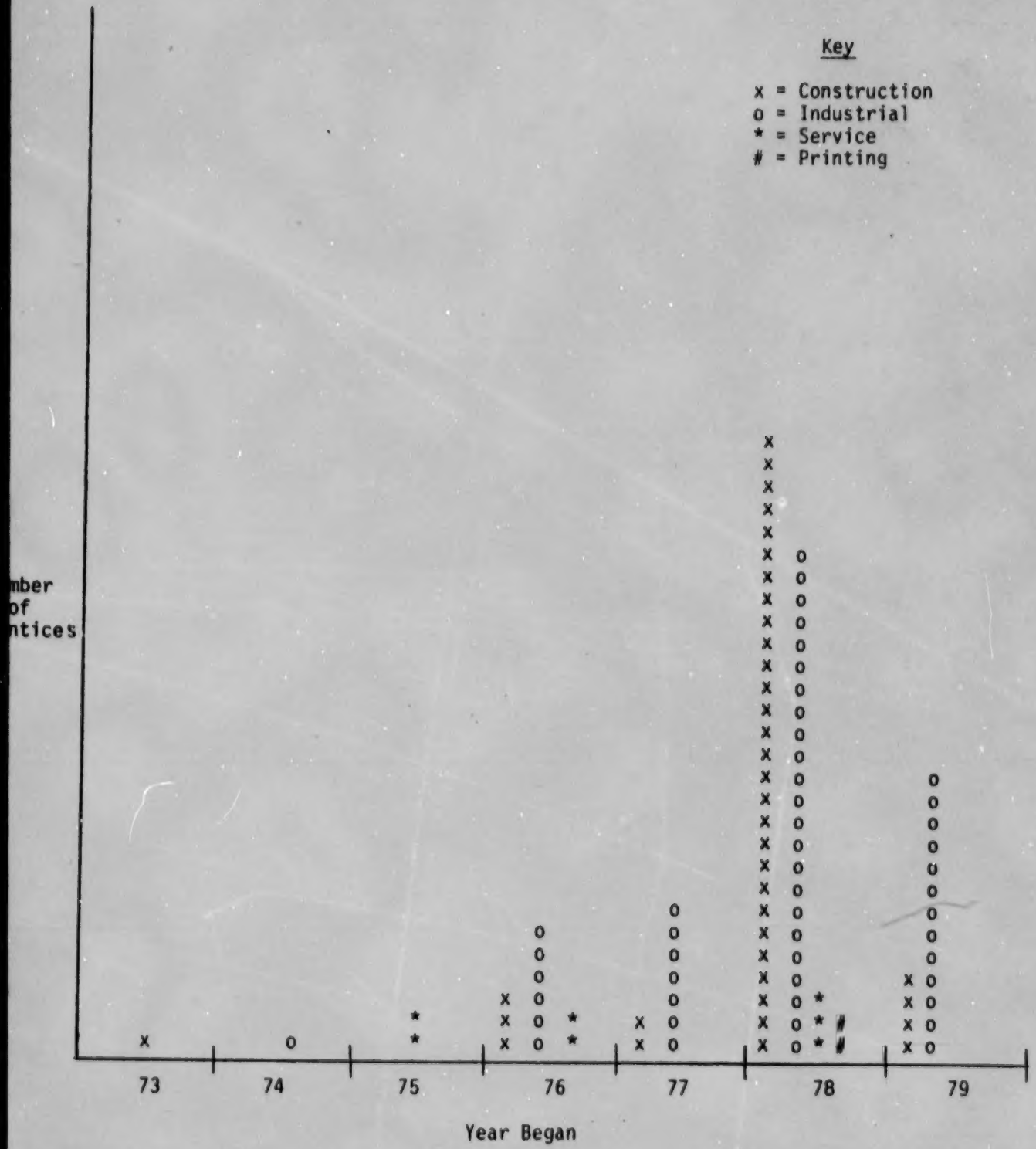
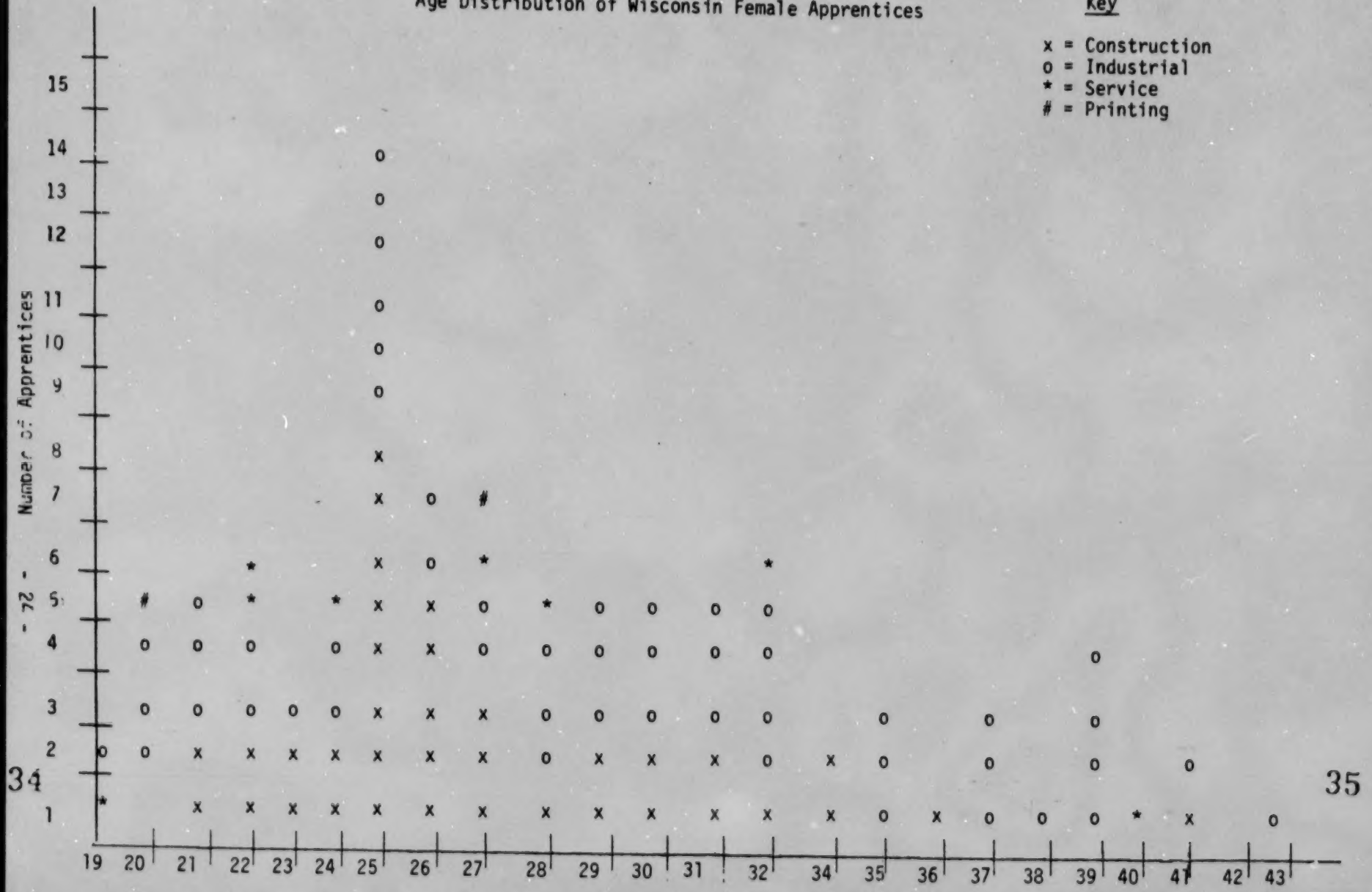


TABLE 9
Age Distribution of Wisconsin Female Apprentices



Survey of Wisconsin Women in Apprenticeship for Nontraditional Occupations

The preceding charts were based on data available for all women enrolled in nontraditonal occupations. What follows is information obtained through a survey of these women.

Forty-six women responded to this survey. From these responses, the second survey instrument was developed and a copy is included in the Appendix. This second survey form listed each factor which was mentioned in response to the first survey. These factors were divided into three categories: People factors numbering - 21, Job-related factors - 24, and Personal factors - 14.

The first page of the survey sought background information about the respondents. The final page included a list of 21 statements. These statements were obtained from responses to the first survey.

The women were asked to indicate from the list of factors whether that factor was encouraging or discouraging in their decision to enter apprenticeship training and to continue in the training program. On the final page, women were asked to indicate whether they agreed or disagreed with the statements.

Of the 97 surveys mailed in the second round, 7 were returned with no forwarding address. Of the remaining 90, 56 were returned completed for a response rate of 62%.

Survey Limitations

A response rate of 62% is not overwhelming. Reminder postcards were sent to non-respondents and efforts were made to contact them by phone. Neither method proved successful in boosting the response rate.

However, the low response rate came as no surprise. As one woman responded, "Between working 40 hours a week, night school, day school, studying, housework and family responsibilities there is little time in my day for anything else".

The second survey form was long and somewhat tedious. One woman commented, "If I don't make it as a machinist, I suppose I could always get a job writing cryptic surveys".

Further limitations are inherent in the design of the research. No effort was made to contact women who had dropped out of apprenticeship training. Undoubtedly their responses would present a different view from the one described in the pages which follow.

Three women who responded to the survey were not currently working as apprentices. One of these women said she quit because the work was boring. One woman had been injured on the job and the third developed an allergy to substances involved in her work.

Survey Respondents Compared to Total Population

In spite of the low response rate, some comparisons can be drawn between the total population and the group of respondents. These comparisons indicate that the group of respondents may be a fair representation of the survey population on at least the following factors.

On the basis of trade distribution, all four trade categories are represented in the group of respondents.

Trade Category	Total Survey Population	# of Respondents	%
Construction	38	22	59
Industrial	51	29	53
Service	6	4	66
Printing	2	1	50

A comparison between the age distribution of the women enrolled (Table 9) and the age groupings of respondents (Table 10) indicates that the two groups compare favorably on this factor. Generally responses were highest for the younger groups and lowest for the oldest group. Length of time in the training program for those responding to the survey (Table 11) is consistent with data on total enrollments (Table 8). Responses came from women nearing completion of their training as well as from those who had recently begun.

Finally, the geographical distribution of respondents matches that of total enrollments.

Survey Findings

On these four factors, the group of respondents appear to be a fair representation of the total enrollments. However, one must exercise caution in generalizing the results obtained for other factors. For example, the following charts indicate the marital status and financial responsibilities of respondents. The majority of women responding to the survey are single (52%). This may not indicate that a majority of women enrolled are single. They may just have more time to fill out surveys than the 40% of respondents who have other family members to support.

An oversight on the survey form omitted the category of married. However, 23% indicated the "other" category and wrote in "married".

The educational background of respondents (question #3) is varied as the chart shows. Twenty-seven percent had no training beyond high school before entering apprenticeship training and 30% had attended college. In responding to the initial survey several women mentioned their dissatisfaction with college as a motivation for seeking an apprenticeship.

> "I quit college after one year, because I didn't think the rewards of college justified the expense. I started working in a factory for the money, but was not satisfied just being another unskilled factory worker."

TABLE 10

Age Groupings of Respondents

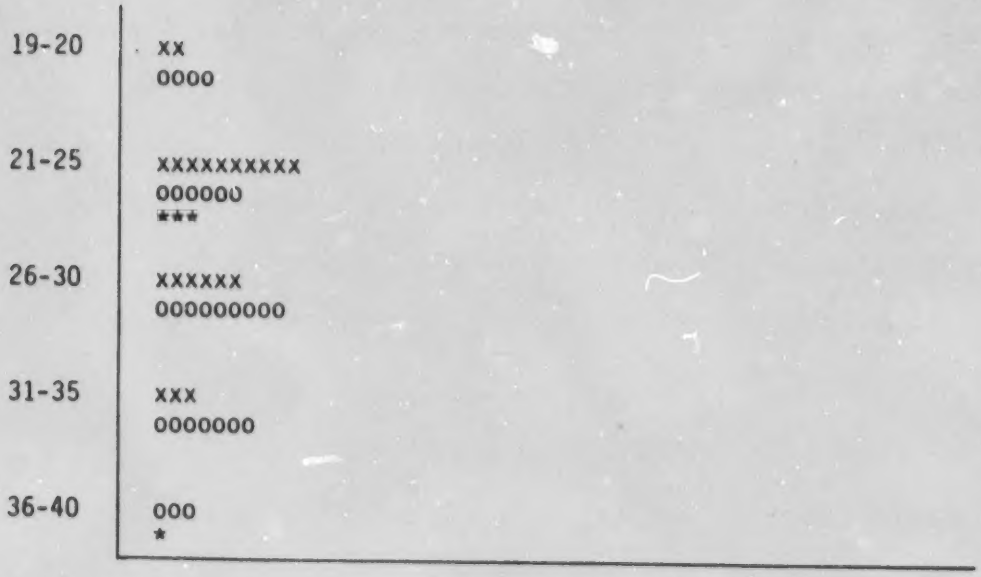
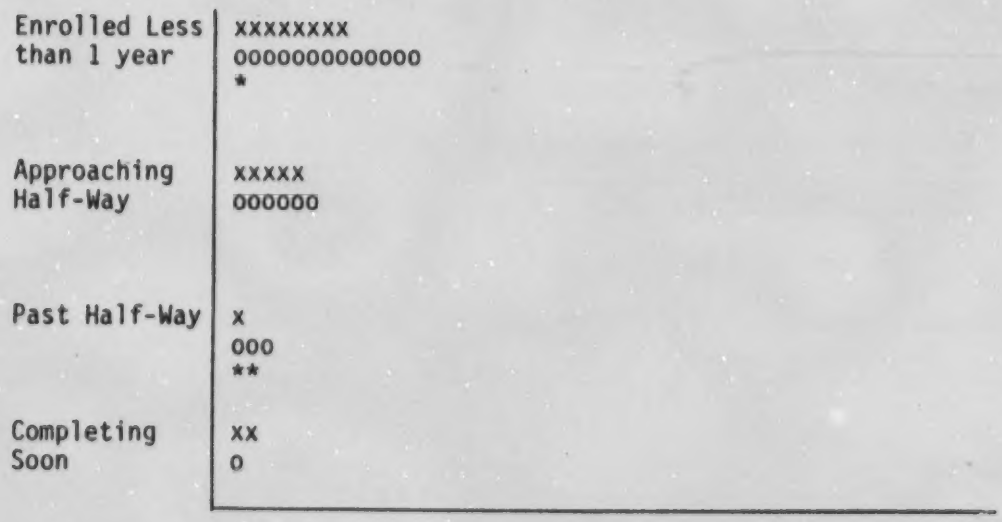


TABLE 11

Status in Training



Key

x = Construction
o = Industrial
* = Service

NOTE: Each symbol represents one respondent.

TABLE 12

Marital Status of Respondents

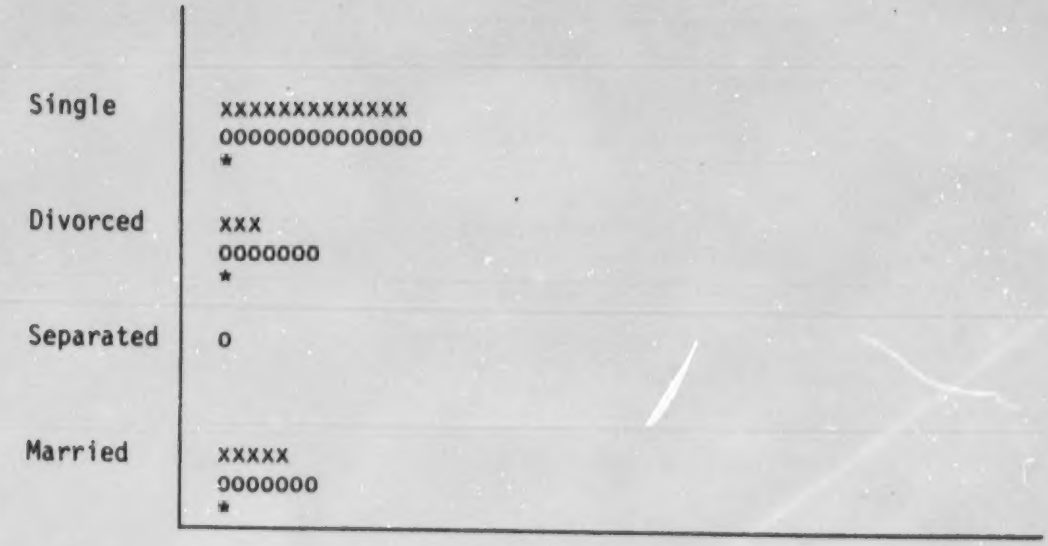
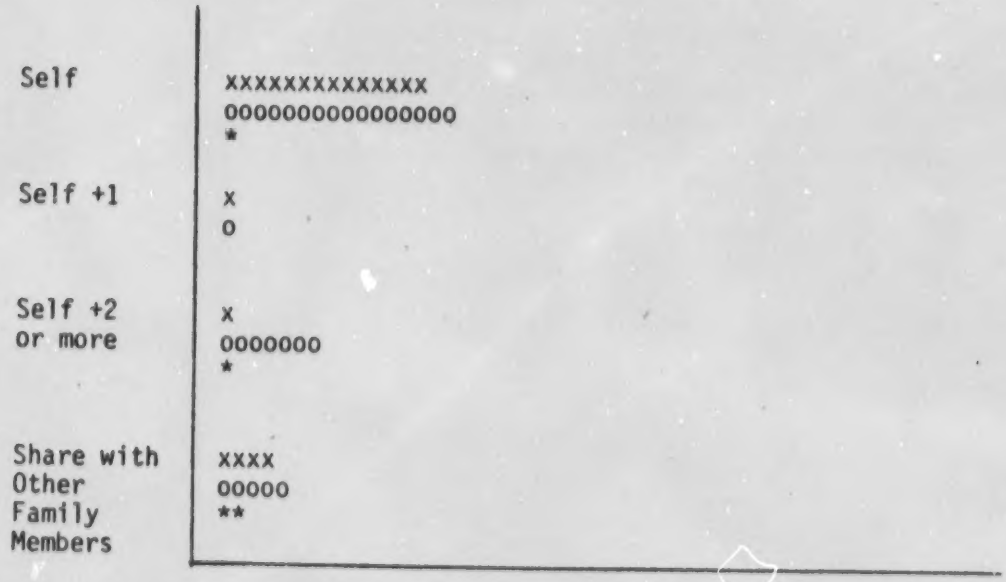


TABLE 13

Financial Responsibilities of Respondents



Key

x = Construction
o = Industrial
* = Service

NOTE: Each symbol represents one respondent.

Another woman compared her apprenticeship training to a college education in these words:

> "For me it was the most practical and logical way to make an excellent income in a high demand field. Many college grads find they can get no job when they graduate. The majority of BA's or BS's are not even making the income that I am making now, after one year in my apprenticeship and they spent all that money and time on college".

There is an interesting split in the related work experiences of the women who responded to the survey (question #6). Forty-one percent worked in the same company that hired them as an apprentice while 43% indicated that their previous work experiences had no relation to their apprenticeship. As the chart shows, women in industrial trades were most likely to have worked at the same company where they began their apprenticeship. One woman (who, by the way, typed her responses) elaborated on this point:

> "I think it's a fine idea to get high schools girls interested in nontraditional careers. However, I think there are a lot of women out there already working in factories as light assemblers or shipping clerks who don't know anything about apprenticeships. I feel that a lot of these women, who have factory experience, who won't be shocked by the dirt, dust, or language of some factory workers, would make ideal candidates".

Women were asked in the first survey whether or not apprenticeship training was meeting their expectations. Responses to this question varied. Several women stated that they had no idea what to expect. Some thought it was easier than they expected. Most said they knew it would be hard work and they were right.

Motivations

What motivates women to venture into a new situation or to tackle a job they know will be difficult? The second survey instrument to which the women responded was an attempt to quantify these factors, to discover which

TABLE 14

Educational Background of Respondents

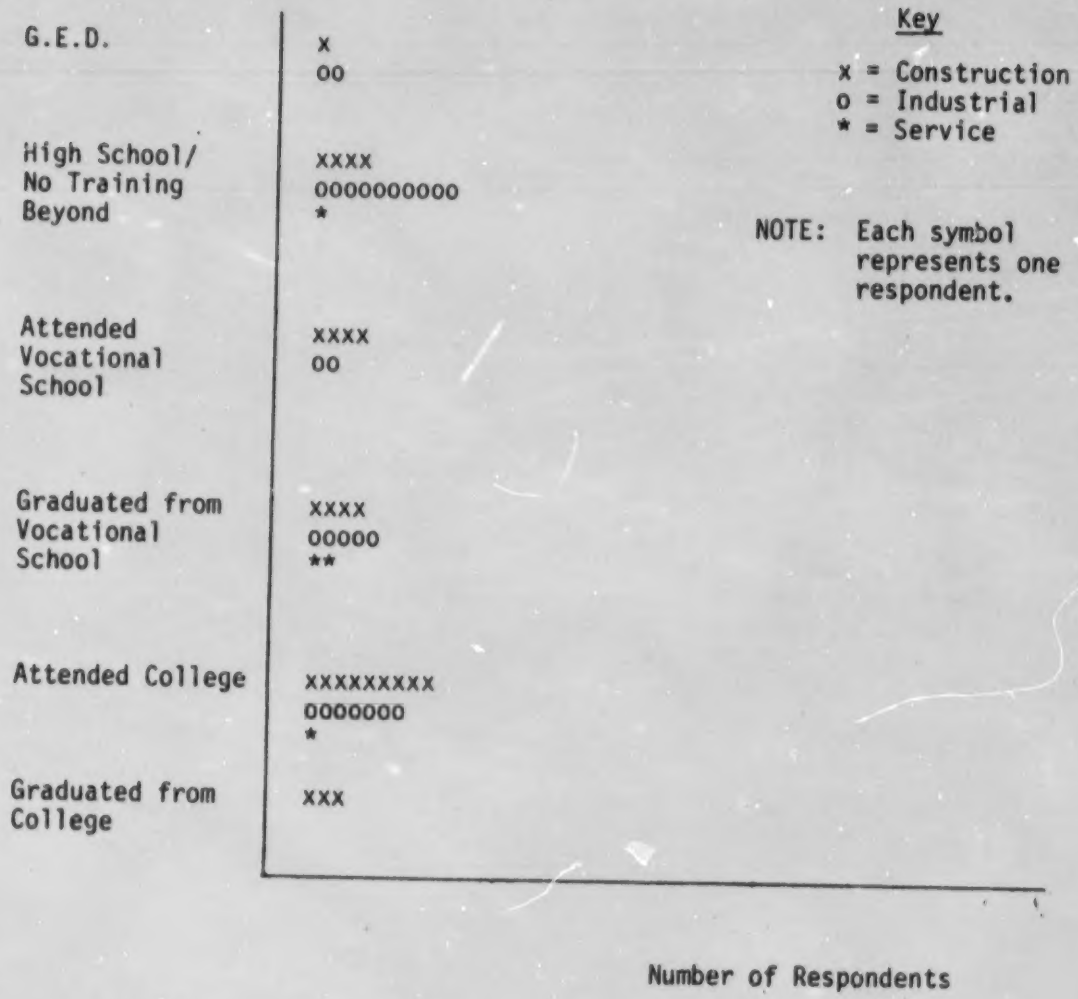
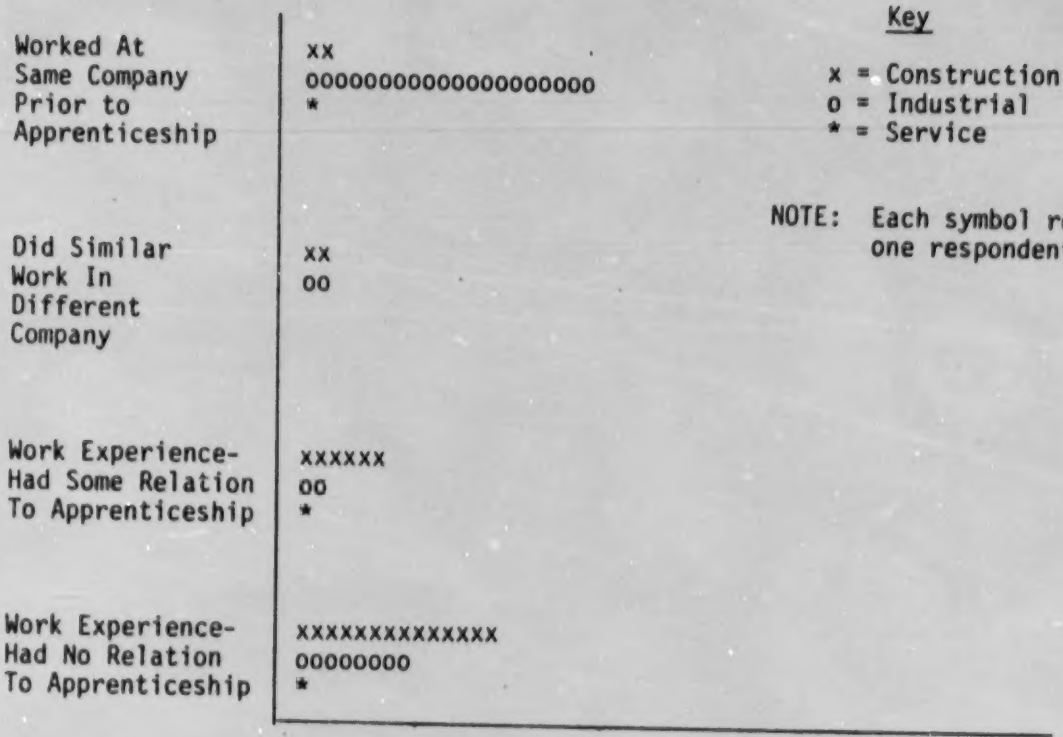


TABLE 15

Previous Work Experience of Respondents



Number of Respondents

factors, if any, applied to all the women surveyed. Table 16 reveals that the factors which provided the strongest encouragement were those related to the job and personal factors.

In light of the introductory comments to this report, one might expect that pay is a strong motivator for women entering apprenticeship training. Indeed it is: 78% responded that it was an encouraging factor. However, 95% responded that they were encouraged by the opportunity to learn; 93% by the challenge of the job; 91% by the variety of the work; and 88% by the work itself.

Other strongly encouraging factors are more personal in nature: feelings of pride and self-worth 93%, a sense of accomplishment 90%, and the relation of apprenticeship to long-range career goals 86%.

In responding to the second survey, women were given two opportunities to eliminate factors as either not applicable to them or not an influence on their decision to become an apprentice or to continue in training. Almost without exception, combined scores for these two options were higher than those for the options indicating discouragement. What emerges from this analysis is a woman who is so strongly motivated by the challenge and variety of her work that she is not influenced by what could be discouraging factors.

Experiences

On the first survey women were asked to identify what people or events discouraged them and what they liked least about apprenticeship training. Many of these responses dealt with attitudes of co-workers.

> "Many of the men say that I am taking this job away from some poor man that has a family and people who depend on him."
>
> "The bosses hassle me and guys still ask me in the shop and on the street, 'Isn't that heavy work for a girl?'"
>
> "Many men still do resent me and often I don't get proper training because some men feel intimidated by me."

TABLE 16

Comparison of Encouraging Factors

Key

Deciding to Become an Apprentice

Continuing in Training

Number of Responses	FACTORS		
	People	Job-Related	Personal
53		Learning	*Sense of Accomplishmen*
52		Challenge	Feelings of Pride
51		Variety/ *Challenge*	*Feelings of Pride*
50		*The Work Itself*	Sense of Accomplishmen
			Interest in Trade
49		The Work Itself	
48		*Credentials*	Relation to Long-Range Goal
47			
46		*Learning*	Interest in Trade
44	*Females Friends*	Pay Security Credentials *Independence*	*Usefulness*
43		Independence	Usefulness Respect from Others
42		On-The-Job Training *Pay*	
39		*Security*	
38	*Mother* *Employer* *Journeyman*	Range of Training	*Need to Support Self/Others*
37	*Male Friends* *Male Apprentices*	*On-The-Job Training*	Need to Support Self/Others
36	Females Friends		

"Having to 'retrain' every group of men I work with, i.e, in a lot of areas it is necessary that I do more work better than other male apprentices just to prove that I am okay."

"Often I have to do more dirty work than the male apprentices. Usually, I just refuse the extra dirty work and then they will leave you alone until I get in another area where I have to 'train' someone else."

"What I liked least about apprenticeship training is. . . .The hazing that is sort of traditional."

"Either you are being hassled or someone is playing a joke like nailing your nailbag down during break."

"The men I work with! I don't believe I have had one word of encouragement since I started almost one year ago."

"My first supervisor laughed at me all the time, and made nasty comments about my physical appearance."

"My co-workers were very unsure of the situation and made me feel very unwelcome."

"I will finish under any costs."

"Harassment by fellow workers has taken their toll on other friends in apprenticeships."

"Macho catcalling by insecure co-workers - the harassment is sometimes very hard to handle, but because I am a woman I will manage."

Some women reported a different experience:

"The guys I work with encourage me by saying things like, "you're one of the best and prettiest apprentices I've worked with."

"I always used to do that too, took me five years to get it down."

"We'll make a carpenter out of you yet."

"The guys I work with - They show me so much and teach me everything they can."

"They might fool around sometimes, but don't tease or pick on me."

"Anytime I have a question, I actually look forward to asking it, I feel so comfortable".

Tabulations based on responses to the second survey indicate that the influences of others at work are generally positive or not an influence at all, though some find them discouraging.

	CONTINUING IN TRAINING		
	Encouraging	No Influence	Discouraging
Other Male Apprentices	66%	18%	6%
Other Female Apprentices	55%	13%	0%
Co-Workers	66%	13%	13%
Employers	67%	14%	13%
Foreman	50%	27%	13%
Trainer	68%	11%	9%

Generally, other people had little influence on the women's decisions to become an apprentice or to continue in training. The single factor with greater than 60% response for encouraging women to become apprentices is female friends. Again, female friends were the people most encouraging to continue in apprenticeship with 78%. As one woman commented "without the support of my friends I wouldn't be here now."

Of the 24 job-related factors, only 7 failed to score less than a majority opinion in favor of encouraging. Again, the reason for some low scores was the fact that this factor had no influence. However, it would be well to mention those factors which some women felt were discouraging:

Working Conditions	30%	Discouraging
Safety Conditions	25%	Discouraging
Feedback on Progress	25%	Discouraging
Quality of Supervision	21%	Discouraging
Length of Time to Complete Apprenticeship	16%	Discouraging
Travel	14%	Discouraging
Physical Strength Demands	12%	Discouraging

Some of these discouraging job-related factors were stated clearly in response to questions on the first survey. Question: What do you like least about apprenticeship training? Response, from a plumber: cleaning

sewers." Response from a carpenter, "Heights."

Other responses: "Portalets smell terrible, they are the worst aspect."

"It is a drag to go shopping after work, even for gas. You always get dirty."

"I work for a great company and love my job, but I thought I'd be in more contact with a journeyman for instruction."

"Particularly in the first few months, because I did not know what the h--- the job was about and there was little I could do without being specifically told."

"I did a lot of standing around just watching. It drove me nuts."

"I don't honestly think I will stick it out for 4 years. It's taking too much of a toll on my mental and physical well-being."

"I plan on pursuing carpentry, but not in a heavy construction situation."

Of the personal factors, several had higher than usual scores for discouraging:

Housework Responsibilities	40% Discouraging
Amount of Personal Non-Work Time	39% Discouraging
Child Care Responsibilities	24% Discouraging
Transportation to Work	15% Discouraging
Transportation to School	13% Discouraging

Comments from the women best describe these realities:

"Time spent away from children and my house falling behind in cleaning."

"Not enough time in day for all studying required, but that is because of family responsibilities."

"I thought I could handle it. I'm finding it physically difficult. I'm tired when I get home from work and then I have to start my full-time mother career."

"The routine getting up early and the impossibility of taking off work for a day without harassment - there just aren't enough hours in the day or weekend (especially) for activities and I can't get enough sleep."

"The long distance I had to drive each day for the school was 60 miles from my home."

"When there is a job in which overtime is involved, you have no choice but to work it. We just got back to a 40 hour week after 5 - 10 hour days for 7 1/2 months. And toward the end we worked Saturday and Sunday, also. It was easier on the men for their wives packed their lunch, made them supper, did the wash, etc. I was on my own finding it very hard to have time to relax and accomplish these tasks. At the end of 10 hours, I could tell that I had worked.

Attitudes

The final page of the survey sought to discover what attitudes were common among the women surveyed. The statements listed were obtained from comments made by the women in response to the initial survey form.

Two statements received resounding agreement (88%). One of these, (question #9) is reflective of the overall motivations of women to enter apprenticeship training. "Apprenticeship training is the best way to get an education and earn a living at the same time." The other, (question 23) identifies an attitude that most women feel is important to success. "You have to be good-natured and good humored to make it in apprentice training."

In the first survey women were asked what advice they would give to another woman considering apprenticeship. Several of the comments reflected this attitude:

"If you're going into it to learn the trade, not to meet men--do it."

"If you're ready to work yourself to the limit, get teased to death, get blamed for everything that goes wrong, and believe it will be all work and no play--you'll find it not half as bad as you thought it would be. In other words, expect the worst, but chances are you'll get the best."

"Becoming an apprentice--that's the key. Once I got that straight I stopped being defensive. If I had to do dirty work it wasn't because I was being picked on as a female or a minority--apprentices do the dirty work because they're too dumb to do anything else (don't get defensive--joke about it!). You're always in contact with other apprentices in school--you'll know from them if you're being asked too much. To gain the respect of your fellow

workers (and become more than a "token") be prepared to work your tail off; in my experience a multitude of sins is eased with the label 'Hard worker'. If you tend toward a militant feminism plan on having a hard time--it just doesn't jive with the position of apprentice. Be patient. It's rough going at first, but after they 'test you out' and you become a personality instead of just 'the female apprentice' things get much more friendly. You get on a new job and run into people you've worked with on other jobs and its nice to see them again. I guess I really enjoy the atmosphere in construction. Coming in on a Friday--very few are hung-over (save it for Friday night) and looking at two days off puts everyone in a good, somewhat crazy mood. Along with the noise of a core drill, hammering, some swearing, you hear people laughing, whistling, singing off-key (a lot of singing off-key). It's almost fun".

Other statements with fairly strong agreement also reflect the encouraging factors reported earlier. Question 12 included the concept of learning and received 79% agreement. Question 27 had to do with self-concept and received 77% agreement.

Most women disagreed (63%) with the statement that they were not prepared for apprenticeship training, (question #17). However, 55% agreed that they would have taken more shop and math. Most women (73%) accepted apprenticeship as a time for learning including making some mistakes. One woman who agreed with this statement, however, included the comment that it was not okay to make <u>really</u> <u>dumb</u> mistakes.

Several of the statements addressed the issue of traditional female roles and the situation of being a woman in a man's job.

Questions 11, 15 and 20 dealt with the problem of family and career. Most women (72%) disagreed with the statement that they would do this job for a while and then settle into a traditional role. However, responses were widely split over the question of mixing children with work. Forty-three percent felt that women should finish their apprenticeship before having children while 34% were undecided about it.

Five questions explored women's attitudes about their experiences as women on-the-job. Again responses were quite varied.

The highest agreement was to question number 21; 66% agreed that they wanted to be treated like a lady both on and off the job. Most women (55%) did not feel they were token women or were hired because the company had to hire a woman. One woman commented in the first survey,

> "I feel I have accomplished something totally on my own - I took the tests and got the highest grades. I was not picked because of my sex."

Most women (52%) felt that being a female contributed to the teasing they received as apprentices. One woman wrote alongside her agreement to this question: "It opens up a whole new set of lines for them to use."

The responses to question number 28 were evenly divided. While 49% agreed that they had to prove themselves by performing better than their co-workers, 41% disagreed. Perhaps this difference of opinion reflects the idea that women tend to encounter two opposite situations when working with men.

On one extreme, are the paternalistic and protective attitudes.

> "I look and talk to the guys I work with and while all encourage me I realize they have gone through extra pains to make it easier for me. I wonder if it's fair to stick a guy with a girl when really another guy would be of more help. Basically they do more work to compensate for me even when it wouldn't be necessary. But what can I say, they're just trying to be nice and polite."

On the other extreme is the need to out-perform others to prove one's worth.

> "Perhaps my greatest frustration is that I will never refuse to do any job and will always carry heavy tools, etc. But the men will still refuse to believe I can do the work... no matter what, they think I've only done 'gravy' work.
>
> "I always have to be in top form. I'm not allowed to have a bad day."

Women had varying opinions about the chances for success for a "women's libber" in the trades (question #10). While 47% agreed such a woman would never make it, 25% disagreed and 30% were undecided.

Some interesting attitudes emerged concerning other women in the trades. While 82% disagreed with question 22 (I do not want other women in the place where I work), 54% agreed that most women could not do the job that they do (question #18). One woman commented, "Most women wouldn't want to." Women agreed (75%) that it would be helpful to have more communication with other women in the trades, (question #26) and 77% agreed that women could bring a new spirit of working together to the trades, (question #19).

What emerges from some of the comments made by women in the first survey is that their concern is not just to have more women in the trades, but to have the trades more open to women who (like themselves) are motivated and committed to their work.

> "Put it this way: At a recent union meeting a good journeyman friend of mine said, 'What if more women become apprentices in our trade, what if we men get pushed out of our jobs and have to start typing or waitressing"' I feel that women will never be able to do a man's job the way a man can. I feel also that there are a lot of men out there not doing a 'man's job.' Why not give women a chance. My fellow workers speak highly of me. Maybe they realize I'm doing my best. It's such a threat to men. When I'm asked, 'Are you a woman's libber?' I laughingly say, 'No, I'm just trying to make a sensible living like you are.' I take my hat off to the men. Their work is not easy!'

> "The whole construction industry is very male-oriented. I (and women in general) am in a sense in competition for their jobs. I take pride in my work and do the best job I possibly can. Now many of the men, who were just getting by are taking a second look at their workmanship to see if they are really doing their best. I think it will help the trades as more women step into 'their' fields."

> "By all means, try to get an apprenticeship. Most women who are even willing to consider it are the type who would do well at it. The ones who would be horrified by it know it from the very beginning."

"Go ahead and fight for it; be sure it's what you want - don't just get a man's job to try to prove something - get it because you want it."

This report began with a discussion of the changing roles of men and women in our society. Women were asked in the first survey if they thought women doing men's work would affect society. The following responses provide an overview of the variety of ways in which women perceive their role in these changes.

"It's obvious it will affect society. Some think it's great and others hate it. Male/female roles are so obscure now. It's a pretty insecure situation for both sexes. I could write a book on this."

"Who cares?"

"Maybe, in the long run, but not now, because we're still a novelty and a small minority."

"I believe it will make life much easier for men and women. Most women that will go into this work will do it because they enjoy a challenge and they need the money. Because of these reasons they will succeed. The men will see the women as less of an object and more of an equal. This should make women less of an alien of men."

"I feel it won't really. There will always be certain women who will like shop work and the majority who would rather die than work there, just like there are men who would rather be bus boys than run a lathe (and I know a 25 year old bus boy who said that). So men who look at some high heeled giggly secretaries and say they could never do it are right, but these same ladies are not the ones who come and apply for the work. So they should not dismiss the ones who do apply as being incapable. Believe it or not, I have found that men are attracted rather than repelled by women apprentices. Not because of their jobs, but because men find them hard-working, responsible, intelligent, non-frivilous, yet not unfeminine."

"Men find qualities they labeled 'feminine' were actually undesirable qualities that they didn't like in anyone. I find the best way to get a guy to like me as a woman is to do my job, and do it well and never ask for allowance because I am a woman. First and foremost, this is a job to them, to make money, and if you make the same money as they do and do less work, they resent it. If you do your share and offer to help them, they like you. Male and female, no one likes someone who makes their job harder. The funniest experience I had was starting work with a guy who on Monday told me he hated women in the

shop, said they couldn't take the work. I thought about proving him right, but said oh well, what ever I see him do I'll do. So all week I loaded skids and wielded a hammer and helped him without him even having to ask me and on Friday he asked me on a date. It was obvious he didn't consider me unfeminine for working hard all week and doing a man's job."

"Yes. In the long run there will be no more men's or women's work."

A COLLAGE PORTRAIT
OF
THE WISCONSIN FEMALE SKILL TRADES APPRENTICE
(In their own words)

"My father was a hard-working man who encouraged me to believe that working with one's hands was not a degrading thing. After three years of doing women's work (mopping floors third shift at a hospital) and realizing that it was not worth anything in the job market should I have to find a new job, I decided if I could get a skill and bring in a good income it would be ideal."

"After my children were born I went looking for a part-time job. They asked me what I could do and I found out I wasn't trained for anything useful."

"I wanted a skill, a sort of security from technical knowledge. Apprenticeship appealed to me because of work/study combination and the legitimacy of apprenticeship as opposed to more formal methods of learning."

"Although I got job offers from about one-half the places I applied at (after receiving CETA training) many of the interviewers made faces while saying, 'it's so dirty and smokey and we have no bathroom facilities for women'. Virtually everyone mentioned that I would have to eat my lunch at the machine and said 'now how would you feel about that? That's too dirty for a woman. Eating at the machine, in all that oil and grease, yuck, yuck'. Then they would mention a health hazard. I developed a standard reply, if it is so dangerous and such a terrible thing, why do you make men do it? Men are human beings too, and if it's bad for me it's bad for them too. You know, each time I said that I thought I'll never hear from him again, but that wasn't the case. The interviewer would usually laugh and drop the subject, and a few days later, if it was a place with women's bathroom facilities, I would get a call and job offer."

"The supervisors I had to pass through for the interview all said, 'You know you're going to be the first woman apprentice in this department,' trying to fill me with apprehension."

"I went to apply for a job at a corporation. The interviewer asked me if I'd be interested in an apprenticeship. I said, 'sure'. He then started to tell me that the corporation had had a woman apprentice who quit after three years into the program. They felt she had wasted the company's time and money by receiving training and then quitting on them. The interviewer said then that he didn't care to risk that happening again. So he kept asking me all during the interview, 'How can we be sure that you's not going to quit like she did?' Finally I realized that he probably wasn't going to offer me

an apprenticeship because of what some girl before had done. When I left there, I went to another corporation and received a warm welcome and a more positive interview. When I got the apprenticeship there, I was determined that I would do the best I could so that the next woman who came to apply at Corporation A for an apprenticeship wouldn't encounter the same situation I had encountered at Corporation B. I think that's an important atitude for all women to have if they plan on entering nontraditional jobs. I think it's a fine idea to get high school girls interested in nontraditional careers. However, I think there are a lot of women out there already working in factories as light assemblers or shipping clerks who don't know anything about apprenticeships. I feel that a lot of these women who have factory experience, who won't be shocked by the dirt, dust, or language of some factory workers, would make ideal candidates. Another problem is, that after you encourage a girl to take a machine shop class or welding class, you then place her in that scary machinery atmosphere with a bunch of guys. She is usually the only woman in the class and afraid to ask questions. Some instructors won't spend much time with her because it's 'just a girl who probably won't understand anything anyway'. Most instructors though, are good. They just feel uncomfortable with the girls at first. I'd recommend that you start classes with all women in them so they won't feel alienated and get a female instructor or a woman who has graduated from an apprenticeship to teach the class. The main problem with male instructors is that to explain some mechanical principles, they will say, 'you know, guy works like the armature in your starter on your car'. All the guys will then nod knowingly, but the girl never having the chance to work on a car, won't understand. A woman instructor might say, 'you know, it works like the beaters on a mixer,' or 'it works like the rotors in a blender or La Machine.' This may sound sexist, but this way the teacher is keeping more within the realm of a woman's experience."

"A friend of mine was sure I could do anything I set my mind to, and he listened to a great deal of tearful conversations. Everyone else thought I was out of my mind."

"Only one person has tried to discourage me - it was an apprenticeship (elec.) teacher who works in the summer months at construction. He became my working partner in my first few months into the apprenticeship. He doesn't like women in the trades (I think his reasons deal with his religion - Morman). He feels women should be home 'stitching, stirring, and raising children' (his exact wording). I was appointed to start in his fall class in Wausau, but knowing our difference in opinions he had his secretary transfer me to the Stevens Point schooling system. From what I hear from other apprentices, he now wishes I was in his class for my average test scores are in the 90's. Also he may be my teacher next year as the one I presently have may be retiring."

"You always run into people on the job who just plain don't think women belong in the trades. Except for impersonal reaction from a distance (wolf whistles and chants of 'Beaver!) no one is overtly hostile about their reactions to me. (One guy mentioned, offhand, 'You know, if I were a young girl like you, I think I'd be a barber')."

"I wish I knew more about the job than I do, but I am learning every day and I am sure I will continue to learn all the time. I just sent for an electronics correspondence course for my spare time, when I can find some. Between my family, job and everything else that is expected of me there is very little spare time."

"I am learning much more than just electrical. I am learning about construction in whole. I am more confident in myself. I meet a lot of very interesting people who help me out not only on the job site, but also off work. I learn more about the world/politics through talking with the men, the union meetings and schooling (which I really enjoy)."

"Friends in my union both male and female say 'if anyone can do it you can'."

"The thing I look forward to most is a feeling of accomplishment. There seem to be many occupational directions I could follow with my background - it's exciting. Actually I'd like to be a circuit teacher (VTAE) in my trade."

"I really looked forward to the day when I wouldn't feel like a trainee anymore, but I have completed my apprenticeship and I still feel like one. The guys tell me that's usual."

"I do have the satisfaction of being able to do a job and know it's being done in the best way and according to the best standards."

"The things I've learned the most about (i.e., dealing with sexism, racism, etc.) have nothing to do with carpentry."

Chapter IV

Conclusions/Recommendations

In the long struggle for equal opportunity to realize their full potential as human beings, women have fought on many fronts. Women live inside female bodies and this fact has long been used to discourage women from venturing far from the biological dictates it suggests. Before the days of buttons and switches and cranes, everybody worked with their bodies, women and men alike. As work became less a question of brawn and more a matter of brain, women have continued to work alongside men persistently striving to be free of assumptions imposed on the basis of their gender. That last remaining category of work that still requires some muscle is today's frontier for pioneering women.

However, familiarity with the above feminist rhetoric is certainly no requirement for skilled trades employment. The issue is not women intentionally braving new horizons. The issue is equal opportunity for the individual woman who, by realizing her full potential, would become a quality craft worker. Without that opportunity, everybody loses.

> "To me, having the ability to create things is a satisfying experience. The feeling that I am my own person - not dependent on anyone for my support or my future is refreshing after so many years of struggling to find myself. To have people respect my ideas and work is exciting to me. If I were back at my old job as a punch press operator things would be the same-depression, boredom, etc. If women would only take that first big step - not caring what their peers, boyfriends or husbands might think. That first step for <u>their</u> future - not many husbands refuse a job offer because their wives wouldn't like it. Their job is to their liking - so should a woman's be. At present there is no need for a woman to be confined to a home - actually there is a need for two paychecks in a home budget - and women need to express themselves as much as men do. There are so many avenues for women to take today to get help, CETA, Urban League, Adult Education Centers, Government Grants, Student Loans, etc. Women need to have faith in themselves and their yet unexplored abilities, and to raise their children to achieve any goal, to accept any challenge and not to fear reprisals."

The objective of this study was to explore the topic of women in nontraditional occupations and to learn from the women themselves of the motivations, experiences and attitudes that these women share. If there were a hypothesis upon which the study was based it would have been that women pursue nontraditional occupations primarily for economic reasons. A further hypothesis might have been that it takes a certain type of "liberated" woman to venture into such male domains as the construction industry or the trade unions.

However from the responses to the survey reported here, it appears that there is no particular "type" of woman who is specially suited to nontraditional skilled trades employment. Nor is economics the only primary motivator for choosing a nontraditional route. What the women who responded to the survey do have in common is an interest in their work, a desire to learn, a liking for challenge, and most likely a sense of humor.

One problem area upon which the study was based was the disproportionate number of women in apprenticeship training for nontraditional occupations. In light of the findings of this research, some recommendations can be made to help alleviate this problem.

First, women and especially young women need to know the facts about the changing roles of women and men in the economic structure. Women making career choices must become sensitized to the reality of gender based assumptions about the world of work. Women need to realize how these assumptions may be limiting their own thinking about what is possible or appropriate as a career.

Those who counsel women about employment issues must become aware of the impact of tradition on their own thinking about what is appropriate for women. Counselors need to know more about skilled trades employment

and apprenticeship as a training route to those jobs.

High school teachers and counselors must recognize the importance of mathematics and shop courses as a foundation for future employment in these fields. Women students who express interest in these areas should be encouraged and assisted in pursuing that interest.

Women seeking employment need to know their legal rights and the resources that can assist them in obtaining equal opportunity. Finally, for women working in nontraditional fields, programs can be established to provide a "support system" for these women who often feel isolated in a "man's world." Rap groups, a newsletter, other forms of communication among women in the trades would help to reduce isolation and frustration. Women in the trades need to know of national, state, and local organizations which support their role as women in nontraditional fields.

Recommendations

A variety of recommendations have been put forward by numerous groups and individuals to just about everybody who has anything to say about the future of women as a group. Some of these recommendations have resulted in substantial institutional changes that broaden the parameters for what is possible for women to choose. Since this report focuses more directly on the experiences of individual women rather than on the institutions which shape them, the following recommendations are more personal in nature. They are predicated on the assumption that those reading this report accept and encourage equal opportunity for women. They are designed to assist those who deal with women in whatever capacity to identify, support and encourage the individual woman who pursues a nontraditional choice.

1. Know yourself--

   What are your attitudes and feelings (not just intellectual recognition) toward woman's place/woman's role?

   How are these attitudes/feelings reflected in your interactions with women, daughters, students, friends, subordinates, superiors, self?

   What is your attitude toward "manual" labor?

   What is the difference between tolerance and support in your attitudes toward those who pursue a nontraditional course.?

2. Know the facts--

   What do you know about the data concerning trends in the labor market? Female participation rates? Wages? Occupational segregation?

   How much do you know about skilled trades employment? Apprenticeship training? Unions? Working conditions?

   How many local, state, national and international resources exist to provide information and assistance?

   What laws govern equal employment opportunity? Are these laws enforced in your community?

3. Do something--

   As a parent: What kind of toys and games do you give your daughter? Is she scolded for getting dirty or climbing trees and praised for washing dishes?

   As a teacher: Have you taught a unit on men and women working? Do you know how to recognize sex-biased materials and how to use them in a creative way?

   As a school counselor: Are you aware of math anxiety; its impact on women, and its significance for career choices? Do you encourage women to take shop courses?

   As a school administrator: Have you set a priority on expanding role options for men and women and planned programs to increase awareness among staff and students. Is the priority reflected in your budget?

   As a bureaucrat (employment counselors, social workers, etc): How are you helping clients to expand their self-awareness and the impact of tradition on their choices? How are you helping clients to structure their own support systems using available resources?

For those who deal directly with women considering nontraditional work roles or working in a nontraditional occupation, several concerns emerged from this research which could be explored.

Women need to know their rights concerning safety and working conditions on the job. Information about those rights could be combined with assertiveness training in strategies for obtaining those rights. Specially designed assertiveness training could also be useful to women who want to get more feedback on their progress from supervisors and co-workers.

Time management techniques, parenting skills and homemaking tips could be discussed in rap groups or presented in a more formal manner as a means for helping working mothers to deal with their special problems of managing two careers. For non-mothers, discussions about combining work and children, planned parenting or choosing not to have children could be useful in alleviating the indecision some of these women are experiencing concerning these important choices. Relaxation techniques and health and nutrition information are also important for women doing physically demanding work.

Whatever the topic, it seems clear from this research that women need to communicate with one another. Those who work with these women must be aware of this need for group support and must develop their own skills in facilitating group discussion and a wide range of resource information.

In conclusion, the problem of disproportionate representation for women in apprenticeships for skilled trades employment is not likely to be remedied in the near future. However, women have entered fields where few women have been before, and for the most part they seem to be enjoying it there. Time and future research will reveal if their experiences pave the way for others to follow.

References

1. A Woman's Guide to Apprenticeship. U S Department of Labor, Women's Bureau. 1978.

2. Hayghe, Howard and Beverly Johnson. "Labor Force Participation of Married Women." Monthly Labor Review, June 1977.

3. Women Working in Wisconsin. Wisconsin Department of Industry, Labor and Human Relations, Bureau of Research and Statistics, 1978.

4. Women in Nontraditional Occupations - A Bibliography. U S Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education, 1976.

5. "Equal Employment Opportunity in Apprenticeship and Training," Federal Register, May 12, 1978.

6. Marshall, Ray and Robert Glover. Training and Entry Into Union Construction. Manpower R & D Monograph 39. U S Department of Labor, 1975.

7. Mapp, Patricia. Women in Apprenticeship - Why Not? Wisconsin Department of Industry, Labor and Human Relations. Division of Apprenticeship Training, Madison, WI 1973.

APPENDIX A

Resources List - Sources of Information About Women in Apprenticeship Training for Nontraditional Occupations

The following resource list is designed as a starting point for assembling a library of information about women in apprenticeship training for nontraditional occupations. Items of information are listed according to their source. The first section includes resources with a national or regional focus. The second section lists those resources within the state.

Several titles listed may be available at a university or public library. However, many of these publications are available at no cost from the source listed. A phone call or letter to the source may prove to be the fastest method of obtaining the information.

As well as the items listed here, these sources can provide a variety of information on topics related to though not focused on, women in apprenticeship training for nontraditional occupations.

U.S. Department of Labor
Office of Information, Publications and Reports
Washington, D.C. 20210

The United States Department of Labor encompasses several agencies, bureaus and offices, each with a specific function and focus in providing information and assistance. It is often helpful to consult more than one source in trying to obtain information. The Department of Labor has regional offices throughout the country. The addresses given here are for Region V which includes Wisconisn. Addresses of other regional offices can be found elsewhere in this list.

Women and Work is a quarterly publication of USDOL and can be subscribed to at no cost by writng the above address.

US DOL
Office of Information, Publications and Reports
230 S. Dearborn, 7th Floor
Chicago, IL 60604
(312) 353-6977
Contact: Kim McLynn

This office handles requests for information and orders for publications originating from the general public. Titles of publications appearing elsewhere in this resource list may be ordered by calling or writing this office.

US DOL
Women's Bureau
230 S. Dearborn, 8th Floor
Chicago, IL 60604
(312) 353-6985
Contact: Julie McDonald

The Women's Bureau is charged with collecting and disseminating information about women and work (although they do not publish the periodical described on the previous page; for that, contact the Office of Information, Publications and Reports).

The Women's Bureau regional office in Chicago is prompt and thorough in responding to requests for information. Included in this resource list is a Publications Request Form that may be used for ordering publications. Also included here is the complete list of resources compiled by the Women's Bureau related to the placement of women in non-traditional employment. The first list was compiled by the national office and the second list by the regional office in Chicago. Only publications included on the Publications Request Form may be ordered directly from the Women's Bureau. Titles which appear on the resources list compiled by them must be ordered from the other sources listed. These sources

are repeated in this resource list with additional titles that were obtained in the process of compiling this list.

As well as those publications listed on the following pages, the Women's Bureau can provide reprints of articles which have appeared in Worklife magazine, for example:

"Apprenticeship," A special issue of Worklife magazine, August 1977 which includes the article "Women Journey into the Skilled Trades" by Phyllis Lehmann.

"A Day in the Worklife of Thomasina McClain, Cement Mason" Worklife, January, 1977.

"Hardhatted Women in Construction," Worklife, February, 1978 by Les Rich.

"Inside a Non-Traditional Jobs Exploration," Worklife, February, 1979, by Elizabeth Campbell.

"Stamped with Approval by the Women's Bureau," Worklife, January, 1978, by Judy Harkison.

"Women with A Lot of Voltage," Worklife, April, 1977, by Brad Mitchell.

Other reprints include:

"Apprenticeship Now," by Christine Egan. From The Occupational Outlook Quarterly, Summer, 1978.

"Sex Stereotyping: Its decline in Skilled Trades," by Hedges and Bemis, from Monthly Labor Review, May, 1974.

The Women's Bureau can also provide copies of issues of the Federal Register describing Goals and Timetables for Female and Minority Participation in the Construction Industry and Equal Employment Opportunity in Apprenticeship and training.

The Women's Bureau is in the process of compiling an updated resource directory which will list programs and groups that provide employment and training assistance to women and minorities. This directory will be available soon.

PUBLICATIONS REQUEST (Warehouse)

ND TO:

WOMEN'S BUREAU
230 S. Dearborn, 10th Floor
Chicago, IL 60604
312-353-6985

Referred by: _____

Date: _____

antity

EDUCATION/TRAINING

__ Continuing Education for Women: Current Developments, 13 p., 1974
__ Continuing Education Programs & Services for Women, 1971
__ Get Credit for What You Know, 8 p., 1974 (English)
__ Get Credit for What You Know (Spanish)
__ Help Improve Vocational Education for Women and Girls
__ Trends in Women's Employment & Training in Selected Professions, 4 p., 1976
__ Young Women & Employment: What We Know and Need to Know, 91 p., 1978

FACTS/STATISTICS

__ Doughty Lady Turns 50, 5 p., March 1970
__ Earnings Gap Between Women and Men, 12 p., 1976
__ Fully Employed Women Continue to Earn Less Than Fully Employed Men (Chart)
__ Guide to Sources of Data on Women and Women Workers, 15 p., 1972
__ 1975 Handbook on Women Workers, 435 p., 1975
__ Minority Women Workers: A Statistical Overview, 14 p., 1977
__ Most Women Work Because of Economic Need (Chart)
__ Twenty Facts on Women Workers, 3 p., 1978
__ Why Women Work, 3 p., 1976
__ Women Are Underrepresented as Managers & Skilled Craft Workers (Chart)
__ Women's Bureau: 55 Years of Partnership With Women, Folder, 1975 (English)
__ Women's Bureau: 55 Years of Partnership With Women, Folder (Spanish)
__ Women Private Household Workers: A Statistical & Legislative Profile, 12 p., 1978
__ Women Workers in Illinois, 5 to 9 p., 1970
__ Women Workers in Indiana, 5 to 9 p., 1970
__ Women Workers in Michigan, 5 to 9 p., 1970
__ Women Workers in Minnesota, 5 to 9 p., 1970
__ Women Workers in Ohio, 5 to 9 p., 1970
__ Women Workers Today, 10 p., 1976
__ Working Mothers and Their Children, 11 p., 1977

KITS

__ Affirmative Recruitment Kit
__ Looking for a Grant: A Kit for Groups Seeking Financial Assistance, 1975
__ Resource Kit on Battered Women, 1978

LEGISLATION/STANDARDS

__ Ban Against Pregnancy Discrimination, 1979
__ Brief Highlights of Major Federal Laws & Order on Sex Discrimination in Emp., 7 p., 1978
__ Federal Child Care Legislation, 1978-79
__ Legal Status of Women, 1978-79
__ Maternity Standards, 22 p., 1976
__ State Labor Laws in Transition/Addendum, 20 p., 1976
__ Working Woman's Guide to Her Job Rights, 32 p., 1978

6/79

(OVER)

MISCELLANEOUS

____ American Women at the Crossroads: Directions for the Future, 126 p., 1971
____ Displaced Homemakers: A CETA Program Model, Fitchburg, MA, 52 p., 1978
____ Child Care Services Provided by Hospitals, 1970
____ Commissions for Women: Participation of Racial & Ethnic Minority Women, 25 p., 1977
____ Guide to Conducting A Consultation on Women's Emp. with Employers & Union Reps, 15 p., 1
____ Guide to Seeking Funds from CETA: A Booklet to Assist Individuals & Organizations, 24p.
____ New Tax Credit for Child Care and Household Services, Consumer Info Leaflet
____ Publications List of the Women's Bureau
____ Report of Consultation on Businesses in Household Employment & Followup Survey, 13 p., 1
____ Spirit of Houston
____ Tips That Makes Cents in Proposal Writing, 1975
____ Women's Bureau & Commissions on Status of Women, Guide to Functions & Services
____ Women in the Economy: Full Freedom of Choice, 47 p., 1976
____ WUW—The Washington Union Women's Group, 25 p., 1978

NONTRADITIONAL JOBS/CAREERS

____ Materials Related to Women and Apprenticeship (w/BAT Regional Offices), 1979 (blue)
____ Materials Related to Women in Apprenticeship (WB Regional Offices), 1979 (yellow)
____ New Regulations to Help Open Nontraditional Jobs for Women, Consumer Info Leaflet, 1978
____ Selected Sources of Career Information
____ Sex Stereotyping, Its Decline in the Skilled Trades, 1974
____ Sources of Assistance for Recruiting Women for Apprenticeship Programs, 1978
____ State and Local Sources of Information and Programs, 1978
____ Steps to Advance Equal Employment Opportunity for Women, 2 p., 1975
____ Steps to Opening the Skilled Trades for Women, 1974
____ Resource List: Placement of Women in Nontraditional Empl/Addendum, (Reg. V)
____ Women's Guide to Apprenticeship
____ Women in Nontraditional Employment--A Selected List of Publications,Slides & Films, 7p.,
____ Women in Nontraditional Jobs: A Conference Guide--Increasing Job Options for Women,32p.
____ Women in Nontraditional Jobs: A Program Model—Boston, 79 p., 1978
____ Women in Nontraditional Jobs: A Program Model--Denver, 60 p., 1978
____ Women in Nontraditional Jobs: A Workshop Model--Working With Employers, 20 p., 1978
____ Women on the Job: Careers in Broadcasting, 26 p., 1978

SPECIAL GROUPS

____ American Indian Women, 4 p., 1978
____ Employment and Economic Issues of Low Income Women, 31 p., 1978
____ Employment Needs of Women Offenders: A Program Design, 63 p., 1977
____ Guide to Conducting a Conference With American Indian Women in Reservation Areas, 1978
____ Held Reduce Barriers to Employment of Mature Women
____ Mature Women Workers: A Profile, 12 p., 1976
____ Women of Puerto Rican Origin, 4 p., 1977
____ Women Offenders: Must We Bar Them from Employment, Folder, 1977
____ Women With Low Incomes, 10 p., 1977

COMMENTS:

U.S. Department of Labor

Office of the Secretary
Women's Bureau
Washington, D.C. 20210

WOMEN IN NONTRADITIONAL EMPLOYMENT

RESOURCE LIST

PUBLICATIONS

Equal Employment Opportunity Commission
2401 E Street, N.W.
Washington, D.C. 20506

(or see telephone directory listings under "U.S. Government")

A Directory of Resources for Affirmative Recruitment (91 pages). 1975.

Guidelines on Discrimination Because of Sex. 1972.

Minority Women Employment Program
40 Marietta Street, N.W., Suite 808
Atlanta, Georgia 30303

Minority Women Employment Program: A National Demonstration Project To Facilitate Entry of Women Into Managerial, Professional, and Technical Positions. Second annual report.

Outreach Handbook. Discusses how to develop an outreach program.

Order from:

Center for the Study of Human Resources
University of Texas
107 West 27th Street
Austin, Texas 78712

National Commission on the Observance
of International Women's Year
U.S. Department of State
Washington, D.C. 20520

". . .To Form a More Perfect Union. . ," Justice for American Women. (382 pages). 1976. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $5.20.

U.S. Commission on Civil Rights
Washington, D.C. 20425

The Challenge Ahead: Equal Opportunity in Referral Unions (291 pages). 1976.

A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination (189 pages), 1976.

Women and Poverty (131 pages). 1974.

U.S. Department of Commerce
Bureau of the Census
Washington, D.C. 20233

A Statistical Portrait of Women in the U.S. Special Studies, Series P-23, No. 58 (90 pages). 1976.

U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Occupational and Adult Education
Washington, D.C. 20202

Women in Nontraditional Occupations: A Bibliography (189 pages). 1976.

U.S. Department of Labor
Bureau of Labor Statistics
441 G Street, N.W.
Washington, D.C. 20212

Occupational Outlook Handbook. 1978-79 Edition, Bulletin 1955. (840 pages). Available from the Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 20402. $8.00.

U.S. Working Women: A Chartbook. Contains 56 charts. Bulletin 1880. 1975.

U.S. Working Women: A Databook. Includes 61 tables and 7 charts. Bulletin 1977. 1977.

U.S. Department of Labor
Employment and Training Administration
601 D Street, N.W.
Washington, D.C. 20213

Apprenticeship and CETA. A guide for prime sponsors under the Comprehensive Employment and Training Act of 1973 (33 pages). 1974.

Apprenticeship: Past and Present (27 pages). 1977.

Apprenticeship Training in the 1970's: Report of a Conference. Manpower Research Monograph No. 37 (100 pages). 1974.

Apprenticeship Training: Sure Way to a Skilled Craft (8 pages). 1974.

Dual Careers. Longitudinal Analysis of the Labor Market Experience of Women (4 volumes). 1970, 1973, 1975, 1976.

ETA Interchange. Monthly technical assistance bulletin.

Job Title Revisions To Eliminate Sex- and Age-Referent Language From the Dictionary of Occupational Titles (363 pages). 1975.

Merchandising Your Job Talents (24 pages). 1974.

The National Apprenticeship Program (41 pages). 1976.

Training and Entry Into Union Construction. Manpower R&D Monograph No. 39 (217 pages). 1975.

WIN Training Manual. Increasing Job Options for Women by Nontraditional Job Placement. 1975.

Women in Apprenticeship--Why Not? Manpower Research Monograph No. 33 (34 pages). 1974.

Worklife. Monthly journal of ETA; frequently carries and reprints articles about women working in nontraditional jobs. Special issue on Apprenticeship, August 1977.

U.S. Department of Labor
Women's Bureau
Washington, D.C. 20210

Brief Highlights of Major Federal Laws and Order on Sex Discrimination in Employment (6 pages). 1977.

The Earnings Gap Between Women and Men (12 pages). 1976. 35¢.

Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority Races (chart). 1977.

Most Women Work Because of Economic Need (chart). 1977.

The Myth and the Reality (3 pages). 1974.

1975 Handbook on Women Workers (435 pages). 1975. $4.70.

Sex Stereotyping: Its Decline in the Skilled Trades. Reprint from May 1974 Monthly Labor Review.

State Labor Laws in Transition: From Protection to Equal Status for Women (20 pages). 1976. 35¢.

Steps To Advance Equal Employment Opportunity for Women (2 pages). 1975.

Steps To Opening the Skilled Trades to Women (8 pages). 1974.

Trends in Women's Employment and Training in Selected Professions (4 pages). 1976.

Why Not Be an Apprentice and Become a Skilled Craft Worker? (Folder). 1974.

Women Are Underrepresented as Managers and Skilled Craft Workers (Chart). 1974.

Women Workers Today (10 pages). 1976.

A Working Woman's Guide to Her Job Rights (34 pages). 1975. 65¢.

Note: The Women's Bureau distributes single copies of its publications free of charge. Multiple copies of those for which prices are given may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. All Women's Bureau materials are in the public domain and may be reproduced without permission.

SLIDES

All in a Day's Work. Wisconsin Women in Apprenticeship Aide Center, 819 N. 6th Street, Milwaukee, Wisconsin 53203, (414) 224-4388. Slides show women apprentices at various stages of employment/training, and detail advantages of apprenticeship jobs. (8 minutes)

Destroying the Myths. EEOC Audio-Visual Division, Room 3200, Columbia Plaza, 2401 E Street, N.W., Washington, D.C. 20506, (202) 634-6930. Reviews employer equal opportunity responsibilities. (10 minutes)

Looking Ahead to a Career. Bureau of Labor Statistics, U.S. Department of Labor. (See telephone directory for address of regional office.) 53 statistical slides about occupations and employment trends.

Slides-Tape Series:

Increasing Job Options for Women. Shows women working in a variety of nontraditional jobs and reviews employer responsibility for equal opportunity and affirmative action. (NAC#007846, $13.50, 9 minutes 45 seconds)

The Legal Rights of Women Workers. Explains women's rights to equal employment opportunity, equal training and promotion opportunity, and equal pay. (NAC #007847, $12.00, 6 minutes 5 seconds)

Legal Responsibilities--Affirmative Action and Equal Employment. Illustrates legal responsibilities of employers to eliminate unfair and illegal employment practices that often affect women. (NAC #007848, $13.75, 12 minutes)

(This three-part series may be ordered from the Order Section, National Audio-Visual Center (NAC), General Services Administration, Washington, D.C. 20409. They may be borrowed from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

FILMS

All About Eve. Center for Human Resources, University of Houston, College of Business Administration, Cullen Blvd., Houston, Texas 77004, (713) 749-3755. About increasing female enrollment in traditionally male courses in high school. (22 minutes, color)

Anything You Want To Be. New Day Films, 779 Susquehanna Avenue, Franklin Lakes, New Jersey 07417, (201) 891-8240. Illustrates conflicts experienced by girls as they find out that "anything you want to be" means traditional roles and occupations. (8 minutes, b/w)

The Apprentice. Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W., Washington, D.C. 20213. General film giving history, current status, and reality of apprenticeship. Interviews women and men apprentices on the job. (26 minutes, color). Available on loan from BAT regional offices. See telephone directory for address.

Beyond Black and White. Motivational Media, 8271 Melrose Avenue, Suite 204, Los Angeles, California 90046, (213) 653-7291. Contains forceful arguments for eliminating sex role stereotyping. (28 minutes, color)

Bias - A Four Letter Word. Malibu Films, Malibu, California 90265, (213) 456-2859. Shows how biases originate and are perpetrated against women, minorities, the aged, people of differing life styles. (30 minutes, color)

Boomerang. Keeton/Leopold Associates, Inc., 35 East Wacker Drive, Suite 690, Chicago, Illinois 60610, (312) 726-1947. This film is a management training program in equal employment opportunity.

Choice: Challenge for Modern Women. University of California Extension Media Center, 2223 Fulton Street, Berkeley, California 94720, (415) 642-0460. Twelve part series, one of which is "Wages of Work," about women and employment and its effects on family, community. (30 minutes each, b/w)

The Fable of He and She. Learning Corporation of America, 1350 Avenue of the Americas, New York, New York 10019, (212) 397-9330. Animated Clay figures act out story demonstrating sex role stereotyping. (10 minutes, color)

Farewell to Welfare. ETA Studios, Distributed by R.H.R. Film Media, 1212 Avenue of the Americas, New York, New York 10036, (212) 869-9540. Interviews with three WIN women, a truck driver, picture framer-manager, and machine operator, and their employers (30 minutes, color)

51%. Robert Drucker & Company, Inc., producer. Distributed by Cally Curtis Company, 1111 North Las Palmas Avenue, Hollywood, California 90038, (213) 467-1101. Three case studies of women employees in a corporation spotlight stereotypes about and discriminations against women. (30 minutes, color)

How Many Eyes? Walter J. Klein, Co., Ltd., 6301 Carmel Road, Charlotte, North Carolina 28211, (704) 542-1403. Dramatizes the problems and attitudes of women in the midmanagement level as they seek to upgrade themselves. (15 minutes, color)

Never Underestimate the Power of a Women. Bureau of Audiovisual Instruction, P.O. Box 2093, University of Wisconsin, Madison, Wisconsin 53701, (608) 262-2944. Dispels damaging myths about women's work capacities and performance in a wide range of non-traditional settings. (15 minutes, color)

New Perspectives--Women in Nontraditional Jobs. Employment and Training Administration. Distributed by R.H.R. Film Media, 1212 Avenue of the Americas, New York, New York 10036, (212) 869-9540. Interviews with two women, a busdriver and a shipbuilder, about how they got their jobs and how they feel about them.

The Only Way To Go Is Up. Employment and Training Administration. Distributed by R.H.R. Film Media, 1212 Avenue of the Americas, New York, New York 10036, (212) 869-9540. Documentary on Atlanta's Minority Women Employment Program's successful efforts to place underutilized college educated minority women in managerial, professional, and technical jobs. (30 minutes, videotape)

Other Women, Other Work. Churchill Films, 662 North Robertson Blvd., Los Angeles, California 90069, (213) 657-5110. The rewards and occasional problems of women in traditionally male jobs are expressed by a truck driver, a roof shingler, a pilot, a marine biologist. (20 minutes, color)

Prejudice: Causes, Consequences, Cures. CRM-McGraw-Hill Films, Del Mar, California 92014, (714) 481-8184. Surveys some recent sociopolitical examples of detrimental stereotyping, showing just how psychologically harmful discrimination can be. (24 minutes, color)

Rollover. Herstory Films, Box 215, Franklin Lakes, New Jersey 07417, (201) 891-8240. Celebrates women in nontraditional jobs (10 minutes, color)

Sex Role Development. CRM-McGraw-Hill Films, Del Mar, California 92014, (714) 481-8184). Shows how we have developed traditional expectations about male and female roles; offers alternative methods of socialization that encourage children to grow up outside of fixed stereotypes. (23 minutes, color)

The Sky's the Limit. Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor, 601 D Street N.W., Washington, D.C. 20002, (202) 376-6106. Apprenticeship agency/employer/union information film depicting women apprentices in nontraditional jobs. (25 minutes, color). Available on loan from the Bureau of Apprenticeship and Training regional offices. See telephone directory for address.

Twelve Like You. Cally Curtis Company, 1111 North Las Palmas Avenue, Hollywood, California 90038, (213) 467-1101. Twelve women working in both professional and technical nontraditional jobs share their experiences and problems. (25 minutes, color)

We Are Women. Motivational Media, 8271 Melrose Avenue, Suite 204, Los Angeles, California 90046, (213) 653-7291. Provides front line supervisors and all other levels of management with an understanding of the historical, sociological, and psychological background of today's working woman. (33 minutes, color)

Why Not a Woman. Pennsylvania Commission for Women, 512 Finance Building, Harrisburg, Pennsylvania 17128, (717) 787-3821. Documentary on women in blue-collar jobs. (26 minutes, color)

Women Up the Career Ladder. UCLA Dept. of Daytime Programs and Special Projects, P.O. Box 24901, Dept. K, UCLA Extension, Los Angeles, California 90024, (213) 825-0741. Provides basis for discussion for women employees, management, and men about issues involved in moving up the career ladder, such as job stereotyping. (30 minutes, b/w)

Women's Work: Engineering. Massachusetts Institute of Technology, Center for Advanced Engineering Study, Department 4, Room 9-234, 77 Massachusetts Avenue, Cambridge, Massachusetts 02139, (616) 253-7444. Women engineers and engineering students talk about engineering and how they feel about their jobs. (26 minutes, film or videotape, color)

U.S. Department of Labor

Office of the Secretary
Women's Bureau
Washington, D.C. 20210

Materials Related to Women in Apprenticeship

Publications

"A Woman's Guide to Apprenticeship"--An overview of women in apprenticeship and information about the apprenticeship system, the barriers that inhibit women's participation, and the application process. 24 p.

"Sources of Assistance for Recruiting Women for Apprenticeship Programs and Skilled Nontraditional Blue-Collar Work. National, State, and local sources of information and programs, grouped by the Department of Labor's 10 regions.

"Nontraditional Occupations for Women"--Model of the CETA funded project of the same name sponsored by the Boston YWCA which has trained women for skilled blue-collar jobs. 79 p.

"Better Jobs for Women"--Model of a Denver YWCA project originally funded by CETA to recruit and place women in skilled jobs training or apprenticeship programs. 60 p.

"Working With Employers To Develop Jobs: A Workshop Model"--"How-to" guide to planning and holding a workshop with employers to increase placement of women in nontraditional jobs. 20 p.

"Increasing Job Options for Women: A Conference Guide"--"How-to" guide for planning and holding a conference with employers, unions, women's groups, and individuals on nontraditional jobs for women. 32 p.

"Women in Nontraditional Employment: A Resource List"-- Directory of Publications and audiovisuals about nontraditional jobs and affirmative action for women. 7 p.

"New Regulations To Help Open Nontraditional Jobs to Women"--Information leaflet on DOL's new regulations on equal employment opportunity for minorities and women in the construction industry and in apprenticeship. 2 p.

Audiovisuals

"Expanding Job Options for Women" (NAC #007846 - $13.50, 9 min. 45 sec.)

"Legal Responsibilities - Affirmative Action and Equal Employment" (NAC #007848 - $13.75, 12 min.

"The Legal Rights of Women Workers" (NAC#007847 - $12.00, 6 min. 5 sec.)

This three part slide-tape series may be ordered from the National Audiovisual Center, Washington, D.C. 20409.

February 1979

Single free copies of all Women's Bureau publications may be ordered from:

Women's Bureau
Office of the Secretary
U.S. Department of Labor
200 Constitution Avenue N.W.
Washington, D.C. 20210

For additional information about women in skilled nontraditional blue-collar work in your area, please contact the Women's Bureau regional office that serves your State. (* Indicates commercial phone number)

Region I

Room 1700-C JFK Building
Boston, Massachusetts 02203
Phone: (617) 223-4036*

(Connecticut, Maine, Massachusetts New Hampshire, Rhode Island, Vermont)

Region II

1515 Broadway - Room 3575
New York, New York 10036
Phone: 8-662-2935/(212) 399-2935*

(New Jersey, New York, Puerto Rico, Virgin Islands)

Region III

Room 15230
Gateway Building
3535 Market Street
Philadelphia, Pennsylvania 19104
Phone: 8-596-1183/(215) 596-1183*

(Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

Region IV

1371 Peachtree Street, N.E., Rm. 737
Atlanta, Georgia 30309
Phone: 8-257-4461/(404) 881-4461*

(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

Region V

230 South Dearborn St., 8th Floor
Chicago, Illinois 60604
Phone: 8-353-6985/ (312) 353-6985*

(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

Region VI

555 Griffin Square Building
Room 505
Griffin and Young Streets
Dallas, Texas 75202
Phone: 8-729-6985/ (214) 767-6985*

(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

Region VII

2511 Federal Building
911 Walnut Street
Kansas City, Missouri 64106
Phone: 8-758-6108/ (816) 374-6108*

(Iowa, Kansas, Missouri, Nebraska)

Region VIII

1432 Federal Building
1961 Stout Street
Denver, Colorado 80202
Phone: 8-327-4138/ (303) 837-4138*

(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

Region IX

Room 11411, Federal Building
450 Golden Gate Avenue
San Francisco, California 94102
Phone: 8-556-2377/ (415) 556-2377*

(Arizona, California, Hawaii, Nevada)

Region X

Room 3032, Federal Office Building
909 First Avenue
Seattle, Washington 98174
Phone: 8-399-1534/ (206) 442-1534*

(Alaska, Idaho, Oregon, Washington)

RESOURCE LIST

PLACEMENT OF WOMEN IN NON-TRADITIONAL EMPLOYMENT

SLIDES

ALL IN A DAY'S WORK. ETA-Office of National Programs, U. S. Department of Labor, 601 D St., N.W., Washington, D. C. 20213, shows women apprentices at various stages of employment-training. Details advantages of apprenticeship careers. Prepared by Wisc. Women's Apprenticeship Aid Cent

DESTROYING THE MYTHS. EEOC-Audio Visual Division, Room 3200 Columbia Plaza, 2401 E Street, N.W., Washington, D. C. 20506, 202-634-7024. Reviews employer equal opportunity responsibilities. 10 minutes.

LOOKING AHEAD TO A CAREER. Bureau of Labor Statistics, 230 S. Dearborn, 9th Floor, Chicago, Illinois 60604, 312-353-1880. 53 statistical slides about occupations and employment trends. ($10.)

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Three part series may be ordered from the Order Section, National Audio-Visual Center (NAC), General Services Administration, Washington, D. C. 20409, and is available on loan from the Women's Bureau, USDOL, 230 S. Dearborn, Chicago, Illinois 60604, 312-353-6985. Prepared by Center for Human Systems, I

INCREASING JOB OPTIONS FOR WOMEN shows women working in a variety of non-traditional jobs, and reviews employer responsibility for equal opportunity and affirmative action. (NAC #007846 - $12.50, 9 minutes 45 seconds)

LEGAL RESPONSIBILITIES. Affirmative Action and Equal Employment, illustrates legal responsibilities of employers to eliminate unfair and illegal employment practices that often affect women. (NAC #007848 - $13.75, 12 minutes)

THE LEGAL RIGHTS OF WOMEN WORKERS explains women's rights to equal employment opportunity, equal training and promotion opportunity and equal pay. (NAC #007847 - $12.00, 6 minutes 5 seconds)

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WOMEN AT WORK. National Urban League, LEAP, 500 E. 62nd, New York, New York 10021, 212-644-6500. Slide show on women in non-traditional jobs.

FILMS

BIAS—A Four Letter Word. Malibu Films, Malibu, California 90265. Shows how biases originate and are pepetuated against women, minorities, the aged, people of differing life styles. (30 minutes-color)

Compiled by Women's Bureau, Region V Rev. June 1977

FAREWELL TO WELFARE. ETA, TV Studio, 601 D St., N.W., Room 5301, Washington, D.C. 20213, 202-376-7298. Interviews with women in the WIN program.

BEYOND BLACK AND WHITE. Motivational Media, 8271 Melrose Avenue, Suite 204, Los Angeles, California 90046 (Phone 213-653-7291). The film contains forceful arguments for eliminating sex role stereotyping. (28 minutes-color)

LAMPS IN THE WORK PLACE. Wage and Hour Division, USDOL, 230 S. Dearborn, 8th Floor, Chicago, Illinois 60604. Film on equal pay, minimum wage, overtime pay, age discrimination, child labor. May be requested from Wage and Hour Area Offices, see telephone book for listing.

NEW PERSPECTIVES - WOMEN IN NON-TRADITIONAL JOBS. ETA, TV Studio, 601 D St., N.W., Room 5301, Washington, D. C. 20213, 202-376-7298. interviews with two women (bus driver and shipbuilder) about how they got their jobs and how they feel about them.

NEVER UNDERESTIMATE THE POWER OF A WOMAN. Bureau of Audio Visual Instruction, P. O. Box 2093, University of Wisconsin, Madison, Wisconsin 53701. A first of its kind, the film dispells damaging myths about women's work capacities and performance in a wide range of non-traditional work settings. (15 minutes-color). 1972

THE ONLY WAY TO GO IS UP. Employment and Training Administration, 230 S. Dearborn Street, 6th Floor, Chicago, Illinois 60604, 312-353-0848. Documentary on Atlanta Minority Women's Employment Programs, successful efforts to place underutilized college educated minority women in managerial professional and technical jobs. (30 minutes videotape)

OTHER WOMEN, OTHER WORK. Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069. The rewards and occasional problems of women in traditionally male jobs are expressed by a truck driver, a roof shingler, a pilot, a marine biologist. (20 minutes-color)

PREJUDICE: CAUSES, CONSEQUENCES, CURES. CRM-McGraw-Hill Films, Del Mar, California 92014. Surveys some recent sociopolitical examples of detrimental stereotyping, showing just how psychologically harmful discrimination can be. (24 minutes-color)

ROLLOVER. Herstory Films, Box 215, Franklin Lakes, New Jersey 07417. Celebrates women in nontraditional jobs. (10 minutes-color)

SEX ROLE DEVELOPMENT. CRM-McGraw Hill Films, Del Mar, California 92014. Shows how we have developed traditional expectations about male and female roles; offers alternative methods of socialization that encourage children to grow up outside of fixed stereotypes. (23 minutes-color)

THE WOMEN'S GAME. Modern Talking Picture Service, Inc., 216-621-9469. Dramatizes "new consciousness" in career choice (30 minutes - color).

BOOMERANG. Keeton/Leopold Associates, Inc., 35 E. Wacker Drive, Suite 690, Chicago, Illinois 60601, 312-726-1947. A management training program in equal employment opportunity.

THE SKY'S THE LIMIT. (Bureau of Apprenticeship and Training), Byron Motion Pictures, 69 K Street, N.W., Washington, D. C. 20002. Apprenticeship agency/employer/union information film depicting women apprentices in non-traditional jobs. (25 minutes-color) Available on loan from BAT/USDOL, 230 S. Dearborn, 4th Floor, Chicago, Illinois 60604, 312-353-7205 or ETA/RTI 312-353-0848.

WE ARE WOMEN. Motivational Media, 8271 Melrose Avenue, Suite 204, Los Angel California 90046 (Phone 213-653-7291). Provides front line supervisors and all other levels of management with an understanding of the histori sociological and psychological background of today's working woman. (33 minutes-color)

WHY NOT A WOMAN. Pennsylvania Commission for Women, 512 Finance Bldg., Harrisburg, Pa. 17128, 717-787-3821. Documentary on women in blue-coll jobs. (26 minutes-color) 1976. May be borrowed from ETA/USDOL Regional Training Institute, 312-353-0848.

PUBLICATIONS

Equal Employment Opportunity Commission
230 S. Dearborn Street, 26th Floor
Chicago, Illinois 60604
312-353-7371

GUIDELINES ON DISCRIMINATION BECAUSE OF SEX (7 pages)

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Minority Women Employment Program
40 Marietta St., N.W., Suite 808
Atlanta, Georgia 30303
404-681-0001

Publications in process

OUTREACH HANDBOOK discusses how to develop an outreach program

MINORITY WOMEN EMPLOYMENT PROGRAM - A National Demonstration Project to Facilitate Entry of Women into Managerial Professional and Technical Positions. Second Annual Report

These publications should be ordered from:

Center for the Study of Human Resources
107 W. 27th Street
University of Texas
Austin, Texas 78712

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National Commission on the Observance of
International Women's Year
U. S. Department of State
Washington, D.C. 20520

AMERICAN WOMEN TODAY AND TOMORROW - 73 p., 1977

"... TO FORM A MORE PERFECT UNION" (382 pages) 1976

Federation of Organizations for
Professional Women
828 Washington Street
Wellesley College
Wellesley, Mass. 02181

Five booklets on CAREER OPTIONS FOR WOMEN and six booklets on BACKGROUND ISSUES, PROBLEMS AND STRATEGIES. Published by the Project on Expanding Career Options of Women at the Center for Research on Women, Wellesley College.

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U. S. Commission on Civil Rights
Washington, D. C. 20425

THE CHALLENGE AHEAD: EQUAL OPPORTUNITY IN REFERRAL UNIONS (291 pages) 1976

A GUIDE TO FEDERAL LAWS AND REGULATIONS PROHIBITING SEX DISCRIMINATION (189 pages) 1976

WOMEN AND POVERTY (131 pages) 1974

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U. S. Department of Commerce
Bureau of the Census
55 E. Monroe
Chicago, Illinois 60603

A STATISCAL PORTRAIT OF WOMEN IN THE U.S.
Special Studies, Series P-23, No. 58 (90 pages) 1976 $2.10

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U. S. Department of Health, Education & Welfare
Office of Education, Bureau of Occupational & Adult Education
Washington, D. C. 20202

WOMEN IN NON-TRADITIONAL OCCUPATIONS - A Bibliography (189 pages) 1976

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U. S. Department of Labor
Bureau of Labor Statistics
230 S. Dearborn, 9th Floor
Chicago, Illinois 60604
312-353-1880

OCCUPATIONAL OUTLOOK HANDBOOK
1976-1977 Edition, Bulletin 1875 $7.00

"SEX STEREOTYPING: ITS DECLINE IN THE SKILLED TRADES"
From May 1974 Monthly Labor Review. Reprint 2965

U.S. WORKING WOMEN, a Chartbook, 1975, Bulletin 1880 $1.75

JOBS FOR WHICH: APPRENTICESHIPS ARE AVAILABLE; HIGH SCHOOL EDUCATION IS PREFERRED, BUT NOT ESSENTIAL; JUNIOR COLLEGE, TECHNICAL INSTITUTE, OR OTHER SPECIALIZED TRAINING IS USUALLY REQUIRED; HIGH SCHOOL EDUCATION IS USUALLY REQUIRED; A COLLEGE EDUCATION IS USUALLY REQUIRED

U. S. Department of Labor
Employment and Training Administration
601 D Street, N.W.
Washington, D. C. 20213

APPRENTICESHIP TRAINING IN THE 1970's
Report of a Conference. Manpower Research Monograph No. 37
(100 pages) 1974

APPRENTICESHIP AND CETA
A guide for Prime Sponsors Under the CETA of 1973 (33 pages) 1974

APPRENTICESHIP TRAINING: SURE WAY TO A SKILLED CRAFT

DUAL CAREERS
Longitudinal Analysis of the Labor Market Experience of Women (4 volume

ETA INTERCHANGE
Monthly technical assistance bulletin

JOB TITLE REVISIONS TO ELIMINATE SEX AND AGE - REFERENT LANGUAGE FROM THE DICTIONARY OF OCCUPATIONAL TITLES

MERCHANDISING YOUR JOB TALENTS (24 pages) 1974

TRAINING AND ENTRY INTO UNION CONSTRUCTION
Manpower R&D Monograph 39 (207 pages) 1975

WIN TRAINING MANUAL
Increasing Job Options for Women by Non-Traditional Job Placement 1975

WOMEN IN APPRENTICESHIP - WHY NOT
Manpower Research Monograph No. 33 (34 pages) 1974

WORKLIFE MAGAZINE
Monthly journal of ETA

APPRENTICESHIP: PAST AND PRESENT
28 p., 1977

THE NATIONAL APPRENTICESHIP PROGRAM
41 p., 1977

* * *

U.S. Department of Labor
Women's Bureau
230 S. Dearborn, 8th Floor
Chicago, Illinois 60604
312-353-6985

BRIEF HIGHLIGHTS OF MAJOR FEDERAL LAWS AND ORDER ON SEX DISCRIMINATION 1974

CAREERS FOR WOMEN IN THE 70's

THE EARNINGS GAP BETWEEN WOMEN AND MEN 1976

FACTS ABOUT WOMEN'S ABSENTEEISM AND LABOR TURNOVER 1969

FACTS ON WOMEN WORKERS OF MINORITY RACES 1975

FULLY EMPLOYED WOMEN CONTINUE TO EARN LESS THAN FULLY EMPLOYED MEN OF EITHER WHITE OR MINORITY RACES

MATURE WOMEN WORKERS: A PROFILE 1976

MODEL CETA PROGRAMS FOR WOMEN
To be published 1977

MOST WOMEN WORK BECAUSE OF ECONOMIC NEED 1974

THE MYTH AND THE REALITY 1974

1975 HANDBOOK ON WOMEN WORKERS

SELECTED SOURCES OF CAREER INFORMATION 1974

STATE LABOR LAWS IN TRANSITION: FROM PROTECTION TO EQUAL STATUS FOR WOMEN 1976

STEPS TO ADVANCE EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN 1975

STEPS TO OPENING THE SKILLED TRADES TO WOMEN 1974

WHY NOT BE AN APPRENTICE?

WOMEN ARE UNDERREPRESENTED AS MANAGERS AND SKILLED CRAFT WORKERS

WOMEN OF SPANISH ORIGIN IN THE UNITED STATES 1976

WOMEN WORKERS TODAY 1976

A WORKING WOMEN'S GUIDE TO HER JOB RIGHTS 1975

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University of Wisconsin-Extension
Women's Education Resources
610 Langdon Street
Madison, Wisconsin 53706

WOMEN"S WORK - UP FROM .878
Report on the DOT Research Project

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Wisconsin Department of Industry, Labor
and Human Relations
Division of Apprenticeship and Training
P. O. Box 7946
Madison, Wisconsin 53707

WISCONSIN APPRENTICESHIP NOTEBOOK
A Guide to Apprenticeable Occupations for Guidance Counselors
(49 pages) 1974

WOMEN IN APPRENTICESHIP: TOWARD EQUAL ACCESS
Training package of placement of women in apprenticeship. 1976
Contact: Office of National Programs, ETA/USDOL, 601 D Street, N.W.,
Washington, D.C. 20213, 202-376-7623

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Wisconsin Feminists Project Fund, Inc.
P. O. Box 1607
Madison, Wisconsin 53701

ATTITUDES, WOMEN AND EMPLOYMENT
Report and evaluation of project to train employment service
staff in placement of women in non-traditional employment

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OTHER SOURCES OF INFORMATION

Resource Center on Sex Roles in Education
1156 - 15th Street, N.W.
Washington, D.C. 20009
(Elementary and Secondary Education)

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009
(Higher Education)

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20005
(Counseling)

American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209
(Training)

Federal Education Project
Lawyers Committee for Civil Rights Under Law
733 Fifteenth St., N.W., Suite 520
Washington, D.C. 20005

Women's Rights Project
ACLU Foundation
22 E. 40th Street
New York, New York 10016

ADDENDUM TO RESOURCE LIST

PLACEMENT OF WOMEN IN NON-TRADITIONAL EMPLOYMENT

FILMS

THE APPRENTICE shows apprentices supervisors and employers discussing advantages of apprenticeship training. Depicts women in non-traditional training (20 minutes - color). Available on loan from BAT/USDOL, 230 S. Dearborn, 4th Floor, Chicago, Illinois 60604, 312-353-7205 or RTI/ETA/USDOL, 230 S. Dearborn, 6th Floor, Chicago, Illinois 60604, 312-353-0848.

WHY NOT A WOMAN. Documentary on women in blue-collar jobs by the Pennsylvania Commission for Women (26 minutes - color). May be rented for a minimal fee from Association Films, 866 3rd Avenue, N.Y., N.Y. 10022, 212-935-4210 (for Illinois, Indiana, Michigan and Wisconsin - Association Films, LaGrange, Illinois, 312-352-3377) (for Minnesota - Association Films 612-920-2095, Minneapolis, Minnesota) (for Ohio - Association Films, Oakmont, Pa., 412-828-5900). May be borrowed from RTI/ETA/USDOL, 312-353-0848 or the WB/USDOL, 312-353-6985.

ALL ABOUT EVE. Center for Human Resources, University of Houston, College of Business Administration, Cullen Blvd., Houston, Texas 77004, (713) 749-3755. About increasing female enrollment in traditionally male courses in high school. (22 minutes, color)

ANYTHING YOU WANT TO BE. New Day Films, 779 Susquehanna Avenue, Franklin Lakes, New Jersey 07417, (201) 891-8240. Illustrates conflicts experienced by girls as they find out that "anything you want to be" means traditional roles and occupations. (8 minutes, b/w)

CHOICE: CHALLENGE FOR MODERN WOMEN. University of California Extension Media Center, 2223 Fulton Street, Berkeley, California 94720, (415) 642-0460. Twelve part series, one of which is "Wages of Work," about women and employment and its effects on family, community. (30 minutes each, b/w)

THE FABLE OF HE AND SHE. Learning Corporation of America, 1350 Avenue of the Americas, New York, New York 10019, (212) 397-9330. Animated Clay figures act out story demonstrating sex role stereotyping. (10 minutes, color)

PUBLICATIONS

U. S. Department of Labor
Bureau of Labor Statistics
230 S. Dearborn, 9th Floor
Chicago, IL 60604
312-353-1880

OCCUPATIONAL PROJECTIONS AND TRAINING DATA (Bulletin 1918)

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U. S. Department of Labor
Women's Bureau
230 S. Dearborn, 8th Floor
Chicago, IL 60604
312-353-6985

WOMEN WITH LOW INCOMES

WORKING MOTHERS AND THEIR CHILDREN

RESOURCE KIT ON BATTERED WOMEN

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U. S. Department of Labor
Employment and Training Administration
Inquiries Office
601 D Street, N.W., Room 10225
Washington, D.C. 20213
202-376-6730

SELECTED BOOK AND MANOGRAPHS

CAREER OPPORTUNITIES IN THE TELEPHONE AND TELEGRAPH INDUSTRIES

CAREER OPPORTUNITIES IN THE TRUCKING INDUSTRY

PLACING MINORITY WOMEN IN PROFESSIONAL JOBS

RESEARCH AND DEVELOPMENT PROJECTS

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OTHER SOURCES OF INFORMATION

ERIC Clearinghouse
Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

US DOL
Bureau of Labor Statistics
230 S. Dearborn, 9th Floor
Chicago, IL 60604
(312) 353-1880

The Bureau of Labor Statistics collects and distributes data on working Americans. The Bureau also publishes a variety of career guidance materials, principally The Occupational Outlook Handbook and the Occupational Outlook Quarterly. Information from the Outlook and the Quarterly is reprinted in a variety of forms as well, and available at little or no cost from BLS.

In addition to publications listed previously, the following are also available:

How to Get Information from The Bureau of Labor Statistics. 1978. Leaflet.

Jobs for Which You can Train Through Apprenticeship. 1979. 14 pp.

"Matching Personal and Job Characteristics." Reprint form Fall, 1978 Occupational Outlook Quarterly. 15 pp.

Where to Find BLS Statistics on Women. 1978. 10 pp.

Women Workers: A Bibliography. 1977. 26 pp.

The BLS publishes seven periodicals, including Monthly Labor Review/ Subscription prices range from $18 to $4 per year.

US DOL
Bureau of Apprenticeship and Training
230 S. Dearborn
Chicago, IL 60604

The following page is a list of publications available from BAT including addresses for regions other than Region V.

The Wisconsin Division of Apprenticeship and Training has prepared several publications about women in apprenticeship and these will be described in the following section of this resource list which contains resources within Wisconsin.

US DOL
Employment and Training Administration
Inquiries Unit
230 S. Dearborn, 6th Floor
Chicago, IL 60604
(312) 353-0848

The Employment and Training Administration (formerly known as Manpower) provides technical assistance and information to governmental units and agencies who operate programs that provide employment and training services, such as CETA programs. They do not provide assistance or respond to requests for information from the general public directly. This office used to publish Worklife magazine which was discontinued in April, 1979 and replaced with the ETA Review. To subscribed to the Review contact the address above.

Check the resource lists on the previous pages for titles of publications available from ETA. As well as those titles, the following publications are also available:

Index to Publications of the Employment and Training Administration. January, 1973 through December, 1977. Includes 64 titles related to apprenticeship and 49 publications concerning women.

Business Involvement in CETA - the STIP experience. A 12 page brochure that describes four programs in different cities in which employers are reimbursed the costs of training skilled trades workers.

Research and Development Projects. 1978 Edition. An annual publication which summarizes the projects funded by the Office of Research and Development of ETA. Also includes guidelines for submitting proposals for research and development projects. Includes 13 projects concerning apprenticeship and 68 concerning women, several with a non-traditional focus.

U.S. DEPARTMENT OF LABOR
BUREAU OF APPRENTICESHIP AND TRAINING
WASHINGTON, D.C. 20210

Materials Related to Women and Apprenticeship

Publications

"The National Apprenticeship Program." Outlines the structure and purpose of the national apprenticeship system. 41 p.

"Apprenticeship Past and Present." Information about apprenticeship from historical and current perspectives. 28 p.

"The Federal Committee on Apprenticeship." Describes the purpose and functions of the Federal Committee on Apprenticeship. 13 p.

"Directory for Reaching Minorities and Women." Names and addresses of national and local minority and women's organizations interested in employment issues. (In press)

BAT also publishes national apprenticeship and training standards booklets for almost all federally registered apprenticeship programs. These booklets contain detailed information about minimum qualifications, duties, courses of instruction and on-the-job-work schedules for each industry or trade.

Free copies of publications are available from BAT national and regional offices.

Audio-visuals

"The Sky's the Limit." Film shows women apprenticed as machinists, electricians, carpenters, and other skilled workers. 16 mm, sound, color, 20 minutes.

"The Apprentice." General film on apprenticeship which includes women working in apprenticeship jobs. 16 mm film or videotape cassette, sound, color, 25 minutes.

Both films may be borrowed from BAT national and regional offices. "The Apprentice" is also available from RHR Film Media, Inc., Avenue of Americas, New York, New York 10036. Color prints may be purchased for $62 from Movielab, Inc., 619 West 54th Street, New York, New York 10019.

February 1979

BUREAU OF APPRENTICESHIP AND TRAINING REGIONAL OFFICES

Location	States Served	
Region I Government Center JFK Federal Bldg Room 1001 Boston, Massachusetts 02203	Connecticut Maine Massachusetts	New Hampshire Rhode Island Vermont
Region II 1515 Broadway Room 3731 New York, New York 10036	New Jersey New York	Puerto Rico Virgin Islands
Region III 3535 Market St Room 13240 Gateway Building Philadelphia, Pennsylvania 19104	Delaware Maryland Pennsylvania	Virginia West Virginia
Region IV 1371 Peachtree St., NE Room 700 Atlanta, Georgia 30309	Alabama Florida Georgia Kentucky	Mississippi North Carolina South Carolina Tennessee
Region V Column 5 - 7th Floor 230 South Dearborn Chicago, Illinois 60604	Illinois Indiana Michigan	Minnesota Ohio Wisconsin
Region VI 555 Griffin Sq Bldg Room 558 Griffin & Young Sts. Dallas, Texas 75202	Arkansas Louisiana New Mexico	Oklahoma Texas
Region VII 1100 Federal Office Bldg. 911 Walnut St. Kansas City, Missouri 64106	Iowa Kansas	Missouri Nebraska
Region VIII Room 476 U.S. Custom House 721 19th St. Denver, Colorado 80202	Colorado Montana North Dakota	South Dakota Utah Wyoming
Region IX Room 344 211 Main St. San Francisco, California 94105	Arizona California	Hawaii Nevada
Region X 8014 Federal Office Bldg. 909 First Ave. Seattle, Washington 98174	Alaska Idaho	Oregon Washington

Women's Educational Equity Communications Network
Far West Laboratory for Educational Research and Development
1855 Flosom Street
San Francisco, CA 94103
(415) 565-3032

Apprenticeship and Other Blue Collar Job Opportunities for Women is a 30 page publication which includes photos of women at work in non-traditional jobs, a list of resource groups and organizations, a bibliography which includes items missing from other resource lists as well as a discussion of entry into and survival of women in nontraditional jobs. The publication is available for $3.50 from the address above.

Women's Educational Equity Act Dissemination Center
c/o Educational Development Center
55 Chapel St.
Newton, MA 02160
(800) 225-3088

This Center is charged with disseminating information related to educational equity for women. Write or call for a catalogue of available materials.

Publications
ERIC/CAPS
2108 School of Education
The University of Michigan
Ann Arbor, MI 48109

Counseling Women for NonTraditional Careers. A new publication which overviews the employment situation of women, describes trends in women's career choices and presents counseling strategies. Cost: $5.00.

RELATED INFORMATION

Closely tied to the topic of women in apprenticeship training is the subject of women in vocational education. Much attention has been given in recent years to the issue of removing sex stereotyping in vocational education and encouraging women and men to pursue non-traditional vocational education courses. A wealth of information exists on this topic, and

though it is beyond the bounds of the resource list presented here, the examples below can be used as a starting point for pursuing this related topic.

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Resources on Eliminating Sex Role Stereotyping in Vocational Education. An annotated listing of projects, reports and products, referrals and references, and non-print media for use by vocational educators. 1977.

Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
1201 16th Street, NW
Washington, DC 20036

Reducing Sex Stereotypes and Achieving Sex Equity in Career Education. Materials and activities designed for use by career educators. 58 pp. 1978.

Try It, You'll Like It. A Student's Introduction to Nonsexist Vocational Education. Martha Matthews and Shirley McCune. 1978. 57 pp. Materials and activities for students to use.

Division of Occupational and Adult Education
New York State Education Department
Albany, NY

Expanding Adolescent Role Expectations. Information, activities, resources for vocational educators. 36 pp. Revised, 1978.

Ellis Associates, Inc.
P O Box 466
College Park, Maryland 20740
(301) 864-7600

Approaches to Expanding Non-traditional Opportunities for Vocational Education Students. Barriers to Expanding Non-traditional Opportunities for Vocational Education Students. Expanding Non-traditional Opportunities in Vocational Education. June, 1977.

RESOURCES IN WISCONSIN

Wisconsin's answer to US DOL is DILHR - the Wisconsin Department of Industry, Labor and Human Relations. Like DOL, DILHR encompasses several divisions, bureaus and offices. The most local source of information about DILHR, its programs and services is the nearest Job Service Office. There are 71 Job Service offices in communities across the state. Consult the local telephone book for address and phone.

Some Job Service offices have prepared information about women workers such as the two brochures listed below:

Wisconsin Department of Industry, Labor and Human Relations
819 N. 6th Street
Milwaukee, WI 53203

Women at Work: The myth and the reality, describes 9 myths about women workers and the realities that dispell these myths.

Women Workers Today. Statistical information about women in the workforce.

Wisconsin DILHR
Bureau of Research and Statistics
201 E. Washington Ave.
P O Box 7944
Madison, WI 53707
(608) 266-2832
Contact: Virginia Hart, Sex Equity Coordinator, DILHR

Women Working in Wisconsin. 1978. pp. 65. Covers a variety of issues related to women and work including a chapter on DILHR services to Wisconsin Women and sources of information about women.

Wisconsin DILHR
Division of Apprenticeship and Training
P O Box 7946
Madison, WI 53707
(608) 266-3331
Contact: Charles Nye

Apprenticeship: Skilled Women at Work. 1978. 20 pp. Describes apprenticeship programs in each of the trade categories of Construction, Industrial, Service and Printing Trades. Includes photos of women at work in non-traditional settings.

Wisconsin Women in Apprenticeship. 1975. 19 pp. A collection of photos and articles reprinted courtesy of the Milwaukee Sentinel. Women from 8 different occupations talk about their work and apprenticeship.

What Apprenticeship is All About. An informational leaflet briefly describing apprenticeship training.

The Wisconsin Apprentice. Bimonthly newsletter of the Division of Apprenticeship and Training that highlights various apprenticeship programs.

Counselors Guide to Apprenticeable Occupations. 27 pp. Describes working conditions and employment outlook for 36 occupations with general information about apprenticeship. Somewhat outdated.

Women in Apprenticeship - Why Not? By Patricia Mapp. The final report of a three year study of women and apprenticeship training. 1973. 247 pp.

Wisconsin Department of Public Instruction
126 Langdon Street
Madison, WI 53702
Contact People: Barb Bitters - Vocational Equity Coordinator - (608)266-8837
(Maggie) Nancy Burke - State Title IX Coordinator - (608)266
Betty Schmitz or Margaret Powell - Equal Education Opportunities Office

An Annotated List of Resources for Promoting the Development of Girls and Women. Revised 1977. 42 pp.

A Guide to Assessing Minority and Sex Role Stereotyping in Elementary and Secondary Schools. Revised 1978. 85 pp.

Wisconsin Vocational Studies Center
University of Wisconsin - Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 52706

Career Education - 1978. A Bibliography of Vocational Education Resource Materials. 40 pp. Includes a section on women and minorities. Publications are available on loan to anyone in Wisconsin.

Women's Education Resources
UW Extension
428 Lowell Hall
610 Langdon St
Madison, WI 53706
Contact: Kathryn Clarenbach

This office publishes the newsletter Wisconsin Women and offers a variety of programs throughout the year.

Wisconsin Commission on the Status of Women
30 West Mifflin Street, Rm 210
Madison, WI 52703
(608) 266-6855

Though the Commission is no more, the following publications are available from the same address:

CETA and Wisconsin Women. January, 1979. 95 pp. An Interim Report on the Participation of Wisconsin Women in Programs under Title I of the Comprehensive Employment and Training Act During Fiscal Year 1977.

CETA and Wisconsin Women. A Summary of the Interim Report. March 1979. 19 pp.

Counseling Center
1324 West Wisconsin Avenue
Milwaukee, WI 53233

Career Education, 1973. A 30 page booklet that describes women at work in a variety of non-traditional occupations.

The Urban League of Racine
718 N. Memorial Drive
Racine, WI 53404
(414) 637-8532

1977-78 Apprenticeship and Non-Traditional Jobs. A 30 page booklet describing the Labor Education Advancement Program operated by the Urban League. Includes photos of women program participants at work.

Skilled Jobs for Women, Inc.
111 South Hamilton Street
Madison, WI 53703
(608) 257-4373

The Road out from Under: An Action Plan for Moving Women Up in the Labor Force, 1977. 130 pp. Describes the Skilled Jobs for Women program with detailed instructions on establishing a similar program, including sample forms, promotional literature, etc.

Apprenticeship Referral and Outreach for Women
2 West Cedar Street
Chippewa Falls, WI 54729
(715) 723-3553

A new program serving Western Wisconsin. An informational leaflet is available.

East Central Wisconsin STIP
1002 S. Fisk
Green Bay, WI 54304

Another new program in the organizational phases which will focus on preparing women for nontraditional jobs and apprenticeship training.

SUEDE
Solar Utilization, Economic Development and Employment
West CAP
525 Second Street
Glenwood City, WI 54103
(715) 265-4271
Contact: Anne McCormick

A CETA program providing training in carpentry, sheet metal and other skills involved in solar utilization. Though the project is not designed specifically for women, half the participants are female and one of them is a crew supervisor.

Center for Vocational, Technical and Adult Education
UW-Stout
Applied Arts Building
Menomonie, WI 54751
(715) 232-1382
Contact: Margaret Melick

Other sources of information as compiled by Region V, Women's Bureau:

Christine Hellman
Chairperson, City of Baraboo Commission on the Status of Women
902 Ott Lane
Baraboo, WI 53913
(715) 356-8105

Gene Boyer
Chairperson, Beaver Dam Commission on the Status of Women
218 Front Street
Beaver Dam, WI 53916
(414) 887-1078

Charlotte Peeters
Chairperson, Merrill Comm. on the Status of Women
1008 Monroe Street
Monroe, WI 54452
(715) 536 5-5179

Joan Taylor
Chairperson, Portage County Commission on the Status of Women
712 Greenbriar
Stevens Point, WI 54481
(715) 341-4917

Ann Cunningham
Chairperson, Walworth County Commission on the Status of Women
County Courthouse
Elkhorn, WI 53121
(414) 275-5305

Barbara Andrews
Chairperson, Wausau Mayor's Commission on the Status of Women
3434 Riverview Court
Wausau, WI 54401
(715) 842-6573

Milwaukee Urban League, LEAP
930 W. Center Street
Milwaukee, WI 53206
(414) 374-5850
(414) 374-0300, Jack Bracy, Director Apprenticeship Dept.

OIC of Greater Milwaukee
2947 N. Third Street
Milwaukee, WI 53212

Southeastern Tri-County
OIC, Inc.
1204 23rd Street
Racine, WI 53403

(Other sources of information as compiled by Region V, Women's Bureau continued)

Human Resource Dev. Institute, AFL-CIO
135 Wells, Room 210
Milwaukee, WI 53202
(414) 278-7833, Nellie Wilson, Area Director

Women's Employment Project
Department of CETA Programs
Waukesha County Courthouse
515 W. Moreland Blvd., Rm. 177
Waukesha, WI 53186
(414) 544-8046

Madison Urban League
31 South Mills Street
Madison, WI 53715
(608) 251-8550

CETA Prime Sponsors

State of Wisconsin
Executive Director
State Manpower Planning Council
30 West Mifflin Street
Madison, WI 53703
(608) 366-7946

Outagamie County
Ofc. of the County Executive
Outagamie County Courthouse
Appleton, WI 54911
(414) 739-9211

Northwest Wis., CEP
Executive Director
Northwest Wisconsin CEP
618 West Second Street
Ashland, WI 54806
(715) 682-5544

Rock County
County Administrator
Rock County Courthouse
Janesville, WI 53545
(608) 752-9481, Ex. 312

Madison-Dane CSR 1
Director
Madison-Dane County Employment and Training Consortium
16 N. Carroll Street, Suite 700
Madison, WI 53703
(608) 266-4611

Milwaukee County
Courthouse, Rm. 302
901 North 9th Street
Milwaukee, WI 53233
(414) 278-4304

TRICO-CETAC Consortium
Head Manpower Planner
Tri-County (TRICO-CETAC) Consortium
524 Main St., Suit 310
Racine, WI 53403
(414) 636-3281

W.O.W. Consortium
Chief Manpower Planner
W.O.W. CETA Consortium
Waukesha County Courthouse
515 W. Moreland Blvd.
Waukesha, WI 53186
(414) 544-8046

CETA Prime Sponsors (continued)

Marathon County
Manpower Planner
P.O. Box 569
427 Fourth Street
Wausau, WI 54401
(715) 845-6231

Winne-Ford Consortium
Manpower Planner
P.O. Box 2685
Wittman Co. Airport
Oshkosh, WI 54901
(414) 235-6034

- - - -

Descriptive Title: Women's Center
Moraine Park Technical Institute
Beaver Dam Campus
700 Gould Street
Beaver Dam, WI 53916
Administrative Contact: Kay Stellpflug (414) 887-1101
Mary Thompson (414) 334-3413

Descriptive Title: Women's Development Center
Waukesha County Technical Institute
800 Main Street
Pewaukee, WI 53072
Administrative Contact: Ruth Fossedal (414) 691-3200

Descriptive Title: Women's Development Program
Indianhead Technical Institute
1019 South Knowles Avenue
New Richmond, WI 54017
Administrative Contact: Kathy Johnson (715) 246-6561

APPENDIX B

INSTRUCTIONS FOR COMPLETING SURVEY

The first page of the survey asks questions about your background. Please check the one answer that best describes your situation or write in your answer in the space provided by "other".

The inside pages of the survey contain a list of factors. These are divided into People, Job-Related and Personal factors. Next to the list are two columns. The first column concerns your decision to become an apprentice; the second column concerns your decision to continue in apprenticeship training.

In the first column, circle or check the number that indicates whether that factor encouraged or discouraged you to become an apprentice using the following scale:

1 = does not apply to me = NA

2 = greatly discouraging to me = GD

3 = discouraging to me = D

4 = has no influence on me = NI

5 = encouraging to me = E

6 = greatly encouraging to me = GE

In the second column, use the same scale to indicate whether the factor encouraged or discouraged you to continue in apprenticeship training.

You might want to use the edge of this instruction sheet as a guide for going down the list of factors.

The final page of the survey lists some of the statements made by women who responded to the first survey. Please follow the instructions at the top of the final page for completing that portion of the survey.

If you are not able to complete the entire survey, please fill out as much as possible. The first and last pages should take only about 10 minutes. Feel free to write comments on the form or on the back of this instruction sheet.

Please return the survey form and any comments you wish to add in the enclosed envelope.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

TO: Women In Apprenticeship Training in Non-Traditional Occupations

FROM: Debbie Green, Research Associate,
Center for Vocational, Technical and Adult Education

SUBJECT: Survey Form Attached

DATE: April 20, 1979

By now you may be feeling swamped with attention because you have chosen to pursue a career in a field where few women can be found. First of all, I'd like to say thanks to you for making that choice and offer my support and congratulations.

I am working with two programs that are concerned about the fact that so few women decide to seek jobs and careers in fields that have been traditionally considered "man's work". The Center for Vocational, Technical and Adult Education is interested in learning ways to reduce the stereotyping that limits women to areas considered "women's work". A new program in our area is designed to locate women who want to do non-traditional work and to help them find and keep the jobs they want. Your experiences in apprenticeship training can be very helpful information to other women who want to follow in your footsteps.

Attached to this letter is a short survey that I hope you will use to tell me about those experiences. The responses that I receive from you will be grouped together to make a list of ideas and statements. I will send that list to you and ask you to indicate whether you agree or disagree with those statements. After we have compiled the answers to this second list, I will send those results to you so that you can see how other women across the state think and feel about their experiences. Those results will also be useful to programs that are helping other women who want to do non-traditional work.

Filling out the attached survey should only take a few minutes. Write down the first thing that comes to mind when you read the statements, however you would like to say it. When you have completed the survey, please return it to me in the envelope provided with this letter.

If you're like me, doing it right now will be the surest way of getting it done. I will certainly appreciate your response. What you have to say is important and will be helpful to many people such as yourself.

Thanks again for making a courageous choice and for helping others to do the same.

ssf

Enclosure

The University of Wisconsin-Stout is an Equal Opportunity, Affirmative Action employer and does not discriminate on the basis of sex in the educational programs or activities it operates, including employment and admission. This statement is published in accordance with Section 86.9 of Title 45 of the Code of Federal Regulations, implementing Title IX of the Education Amendment of 1972. Inquiries concerning Affirmative Action, Title IX and Equal Employment Opportunity may be directed to the Assistant to the Chancellor, University of Wisconsin-Stout, Menomonie, WI 54751, telephone (715) 232-2295.

Center for Vocational, Technical
and Adult Education

SURVEY OF WISCONSIN WOMEN IN APPRENTICESHIP TRAINING

Please write down the first one or two comments that come to mind when you read the following statements. Feel free to use the back of this paper for additional comments. Your responses will be kept confidential. You need not sign the form.

1. I decided to enroll in apprenticeship training because. . .

2. The people or events that encouraged me to make that decision were. . .

3. The people or events that tried to discourage me from making that decision were. . .

4. Sometimes I feel <u>good</u> about having decided to become an apprentice because. . .

5. Sometimes I feel <u>bad</u> about having decided to become an apprentice because. . .

6. The people or events that <u>encourage</u> me to continue in apprenticeship are. . .

7. The people or events that <u>discourage</u> me about continuing in apprenticeship are. . .

8. What I liked <u>most</u> about apprenticeship training is. . .

9. What I liked <u>least</u> about apprenticeship training is. . .

10. If another woman asked my advice about becoming an apprentice, I would tell her. . .

11. Is apprenticeship training turning out to be what you expected? Why or why not?

12. Do you think women doing "men's work" will affect society? If so, how? If not, why not?

13. The thing I look forward to most upon completing my apprenticeship is. . .

THANK YOU for taking the time to answer these questions. Please return this page to: Debbie Green, CVTAE, UW-Stout, Menomonie, WI 54751. Use the envelope that came with this letter.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

June 8, 1979

Dear Friends:

Enclosed is the second survey instrument for Wisconsin Women in Apprenticeship Training. It looks long, but it should take less time than the first one. The responses are already provided. All you need to do is indicate which one best describes you.

Inside the survey form is an instruction sheet. Please read the instructions carefully. If you have any questions, call me collect at (715) 235-9474 early morning or late evening or at the CVTAE office (715) 232-1382.

Many thanks to those of you who returned the first survey. Your answers and comments were very helpful. You may recognize some of them on the last page of the survey.

We've already learned some things from the survey. For instance, you have little time in your day to do things like fill out surveys! I hope it is possible for you to find the time again. Our goal is to hear from every one of the 97 Wisconsin women enrolled in non-traditional fields.

Those of you who were not able to respond to the first survey, I would especially appreciate your response to this round. You may have altogether different experiences from those who answered the first survey. It is very important that your voice be heard.

Again, thanks to all of you. I'm very eager to send you the final results, so keep those surveys coming in.

Sincerely,

Debbie Green

Debbie Green
Center for Vocational, Technical and Adult Education

DG:pm

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SURVEY OF WISCONSIN WOMEN IN APPRENTICESHIP TRAINING

How did you first find out about apprenticeship training?_____

What is your trade?_____

Please answer the following questions by checking the appropriate answer.

1. What is your age group?

_____(1) 18 or younger
_____(2) 19 - 20
_____(3) 21 - 25
_____(4) 26 - 30
_____(5) 31 - 35
_____(6) 36 - 40
_____(7) 41 - 50
_____(8) 51 & over

2. What is your current status in the training program?

_____(1) I have dropped out
_____(2) I have been accepted as an apprentice, but I am currently unemployed
_____(3) I have been employed as an apprentice for less than 1 year
_____(4) I am almost to the half-way point in completing my apprenticeship
_____(5) I am past the half-way point in completing my apprenticeship
_____(6) I will complete my apprenticeship in the next year
_____(7) I plan to drop out before completing
_____(8) Other_____

3. What is your educational background?

_____(1) G.E.D.
_____(2) Graduated from high school; no formal schooling other than apprenticeship training
_____(3) Attended vocational school, but did not graduate
_____(4) Graduated from vocational school
_____(5) Attended college, but did not graduate
_____(6) Graduated from college
_____(7) Other_____

4. How many people do you support financially?

_____(1) Self
_____(2) Self and one other
_____(3) Self and two or more others
_____(4) Share financial support with other family members
_____(5) Other_____

5. What is your marital status?

_____(1) Single
_____(2) Divorced
_____(3) Separated
_____(4) Widowed
_____(5) Other_____

6. What kinds of work experience did you have prior to your apprenticeship traini

_____(1) Worked at the same company that hired me as an apprentice
_____(2) Did work similar to my apprenti ship but in a different company
_____(3) My previous work experience had some relation to my apprenticeship training
_____(4) My previous work experience had no relation to my apprenticeshi training
_____(5) Other_____

7. Are you a member of a union?

_____(1) Yes
_____(2) No
_____(3) Other_____

8. Do you belong to a women's group or similar organization?

_____(1) Yes
_____(2) No
_____(3) Other_____

-Over Please-

INFLUENCING FACTORS	DECIDING TO BECOME AN APPRENTICE						CONTINUING IN APPRENTICESHIP TRAINING					
People Factors	1 N/A	2 GD	3 D	4 NI	5 E	6 GE	1 N/A	2 GD	3 D	4 NI	5 E	6 GE
Father	1	2	3	4	5	6	1	2	3	4	5	6
Mother	1	2	3	4	5	6	1	2	3	4	5	6
Brother (s)	1	2	3	4	5	6	1	2	3	4	5	6
Sister (s)	1	2	3	4	5	6	1	2	3	4	5	6
Male Friends	1	2	3	4	5	6	1	2	3	4	5	6
Female Friends	1	2	3	4	5	6	1	2	3	4	5	6
Husband	1	2	3	4	5	6	1	2	3	4	5	6
Boyfriend	1	2	3	4	5	6	1	2	3	4	5	6
My children	1	2	3	4	5	6	1	2	3	4	5	6
High School teacher/counselor	1	2	3	4	5	6	1	2	3	4	5	6
Vocational school teacher/ counselor	1	2	3	4	5	6	1	2	3	4	5	6
Other male apprentices	1	2	3	4	5	6	1	2	3	4	5	6
Other female apprentices	1	2	3	4	5	6	1	2	3	4	5	6
Union members	1	2	3	4	5	6	1	2	3	4	5	6
Co-workers-besides apprentices	1	2	3	4	5	6	1	2	3	4	5	6
Employers/Management	1	2	3	4	5	6	1	2	3	4	5	6
Apprenticeship committee	1	2	3	4	5	6	1	2	3	4	5	6
Foreman/Supervisor	1	2	3	4	5	6	1	2	3	4	5	6
Journeyman/Trainer	1	2	3	4	5	6	1	2	3	4	5	6
Agency counselor	1	2	3	4	5	6	1	2	3	4	5	6
The general public	1	2	3	4	5	6	1	2	3	4	5	6
Other: please specify_____	1	2	3	4	5	6	1	2	3	4	5	6
Job Related Factors	1 N/A	2 GD	3 D	4 NI	5 E	6 GE	1 N/A	2 GD	3 D	4 NI	5 E	6 GE
Pay	1	2	3	4	5	6	1	2	3	4	5	6
Travel	1	2	3	4	5	6	1	2	3	4	5	6
Learning/Knowledge	1	2	3	4	5	6	1	2	3	4	5	6
The work itself	1	2	3	4	5	6	1	2	3	4	5	6
Variety	1	2	3	4	5	6	1	2	3	4	5	6
Challenge	1	2	3	4	5	6	1	2	3	4	5	6
Physical strength demands	1	2	3	4	5	6	1	2	3	4	5	6
Job security	1	2	3	4	5	6	1	2	3	4	5	6
Quality of on-the-job training	1	2	3	4	5	6	1	2	3	4	5	6
Hours	1	2	3	4	5	6	1	2	3	4	5	6
Opportunity for advancement	1	2	3	4	5	6	1	2	3	4	5	6
Quality of Supervision	1	2	3	4	5	6	1	2	3	4	5	6
Independence	1	2	3	4	5	6	1	2	3	4	5	6

INFLUENCING FACTORS	DECIDING TO BECOME AN APPRENTICE						CONTINUING IN APPRENTICESHIP TRAINING					
Job Related Factors	1 N/A	2 GD	3 D	4 NI	5 E	6 GE	1 N/A	2 GD	3 D	4 NI	5 E	6 GE
Work pace	1	2	3	4	5	6	1	2	3	4	5	6
Quality of classroom training .	1	2	3	4	5	6	1	2	3	4	5	6
Difficulty of the work	1	2	3	4	5	6	1	2	3	4	5	6
Safety Conditions	1	2	3	4	5	6	1	2	3	4	5	6
Length of time to complete apprenticeship . .	1	2	3	4	5	6	1	2	3	4	5	6
Working conditions (noise, dirt) . .	1	2	3	4	5	6	1	2	3	4	5	6
Chance to learn other trades .	1	2	3	4	5	6	1	2	3	4	5	6
Credentials upon completion . .	1	2	3	4	5	6	1	2	3	4	5	6
Company's commitment to training . .	1	2	3	4	5	6	1	2	3	4	5	6
Feedback on progress	1	2	3	4	5	6	1	2	3	4	5	6
Broad range of training	1	2	3	4	5	6	1	2	3	4	5	6
Other: please specify_____	1	2	3	4	5	6	1	2	3	4	5	6
Personal Factors	1 N/A	2 GD	3 D	4 NI	5 E	6 GE	1 N/A	2 GD	3 D	4 NI	5 E	6 GE
Interest in specific trade . .	1	2	3	4	5	6	1	2	3	4	5	6
Previous training/experience .	1	2	3	4	5	6	1	2	3	4	5	6
Child care responsibilities . .	1	2	3	4	5	6	1	2	3	4	5	6
House work responsibilities . .	1	2	3	4	5	6	1	2	3	4	5	6
Amount of personal, non-work time	1	2	3	4	5	6	1	2	3	4	5	6
Usefulness of skill in everyday life	1	2	3	4	5	6	1	2	3	4	5	6
Relation to long-range career goals	1	2	3	4	5	6	1	2	3	4	5	6
Sense of accomplishment	1	2	3	4	5	6	1	2	3	4	5	6
Feelings of pride/selfworth . .	1	2	3	4	5	6	1	2	3	4	5	6
Need to prove something to others . . .	1	2	3	4	5	6	1	2	3	4	5	6
Transportation to work	1	2	3	4	5	6	1	2	3	4	5	6
Transportation to school . . .	1	2	3	4	5	6	1	2	3	4	5	6
Need to support self/others . .	1	2	3	4	5	6	1	2	3	4	5	6
Respect from others	1	2	3	4	5	6	1	2	3	4	5	6
Other: please specify_____	1	2	3	4	5	6	1	2	3	4	5	6

-Over Please-

For each of these statements, please indicate whether you agree or disagree with the stat using the following scale:

1 = strongly disagree = SD
2 = disagree = D
3 = neutral or don't know = N
4 = agree = A
5 = strongly agree = SA

STATEMENTS	DEGREE OF AGREEMENT 1 SD	2 D	3 N	4 A	5 SA
9. Apprenticeship training is the best way to get an education and earn a living at the same time	1	2	3	4	5
10. A vocal feminist or "women's libber" would never make it in apprenticeship training	1	2	3	4	5
11. Women should finish their apprenticeship before having children	1	2	3	4	5
12. The best thing about apprenticeship training is learning something new every day	1	2	3	4	5
13. It is important for me to succeed so that other women will have less difficulty getting into the trades	1	2	3	4	5
14. I feel like the token woman; the only reason I was hired was because the company had to hire a woman	1	2	3	4	5
15. I want to have a family but I don't know how I will fit it in with my work	1	2	3	4	5
16. If I had it to do over, I would have taken more math and shop courses before starting apprenticeship training	1	2	3	4	5
17. I was NOT prepared for apprenticeship training mentally or physically	1	2	3	4	5
18. Most women could NOT do the job I do	1	2	3	4	5
19. Women could bring a new spirit of working together to some of the trades	1	2	3	4	5
20. I plan to do this job for a while and then settle into a housewife and mother role	1	2	3	4	5
21. I am still a lady and want to be treated like one both on and off the job	1	2	3	4	5
22. I do NOT want other women in the place where I work	1	2	3	4	5
23. You have to be good-natured and good-humored to make it in apprenticeship training	1	2	3	4	5
24. If I get teased at work its because I'm an apprentice, NOT because I am a woman	1	2	3	4	5
25. As an apprentice, its okay to make mistakes, because you're there to learn	1	2	3	4	5
26. It would be very helpful to have more communication with other woman in the trades	1	2	3	4	5
27. I've done things I never considered possible before and its changed my self-concept	1	2	3	4	5
28. I have to prove I can do the job twice as good as a man before they will believe I can do it at all	1	2	3	4	5
29. I decided to get a skilled job because there was no future in what I was doing before	1	2	3	4	5

Thank you. Please return to: Debbie Green, CVTAE, UW Stout, Menomonie, WI 54751.